

ENGLISH PRACTICE

a) Oithiculties b) Faults - L. t. W. - p. 190 c) Method p19 A Park

MARGARET PARKER

SEPTEMBER 195%



ENGLISH PRACTICE

for

SECONDARY SCHOOLS

A

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University Schools, Toronto



AUTHORIZED FOR SASKATCHEWAN

TORONTO
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1941

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FOREWORD TO TEACHERS

This book is a continuation of English Practice, Grade Seven and English Practice, Grade Eight by T. H. W. Martin, B.A., D.Paed. Wherever possible, the effort has been made to correlate Grammar and Composition into English Practice. The work is divided into ten units in the first five of which the emphasis is definitely upon salient factors in sentence structure; in the remaining five units, the emphasis

is definitely upon the paragraph.

Speaking generally, the mastery of English, oral and written, comes through imitation and practice, rather than through the application of rules of grammar. Accordingly, models by standard authors and by pupils of grades nine and ten are included for detailed study and for mimic writing. Nevertheless, an irreducible minimum of pure grammar, chiefly concerned with the function of words and the structure of the sentence, must be taught. This book seeks to combine, in a series of daily exercises, practices in speaking and writing, and the grammar necessary to those skills, without undue stress upon formal definitions or much abstract teaching.

On the whole, the arrangement of the material is topical, but to a very considerable extent it is also sequential since new skills are introduced into each unit and those same skills are drilled upon and further developed in succeeding units. It is hoped that in the first portion of the course teachers and pupils will concentrate upon the sentence, aiming to achieve facility in oral and written expression. In the remainder of the course the combination of good sentences into well constructed paragraphs provides the material for intensive work in composition. In all the units, wherever possible, an effort has been made to base the work upon activities and experiences of growing boys and girls.

An effort has been made to lighten the burden of correction by indicating exercises which may be treated orally. Many exercises not so marked will also lend themselves to this treatment; good habits of oral speech, well-established, will invariably be reflected in the pupils' written work. Yet, nothing can equal in effectiveness the regular examination of written work by the teacher, especially in consultation with the pupil-author. It is hoped that where this book is used, there will be classes small enough for such consultation, and a regular time set aside for such direct contact.

The value of wide reading in improving spoken and written English is recognized by including reference lists of "Good Books to Read." These lists are chosen to suit pupils of from ten to sixteen years, and

it is hoped that each pupil may find some book to catch his interest

and stir his imagination.

Grateful acknowledgment is made to Mr. C. T. Fyfe, M.A., of Central Collegiate, Regina, for helpful guidance in planning the book and reading most of the manuscript; Miss Stella Campbell, M.A., of Harbord Collegiate, Toronto: Mr. George Muir, B.A., Riverdale Collegiate, Toronto; Messrs. A. H. McKenzie, B.A., S. G. B. Robinson, B.A., R. S. Foley, B.A., Danforth Technical School, Toronto; Miss Mary Cameron, B.A., Sir Adam Beck Collegiate, London, Mr. H. E. Murphy, M.A., The Collegiate, Oshawa, for their helpful criticisms and valuable suggestions; to the librarians of the Kipling Room of the Toronto Reference Library; to T. H. W. Martin, B.A., D.Paed., Principal of Brock Avenue School, Toronto, and author of English Practice, Grade Seven and English Practice, Grade Eight, for his assistance in drawing up the programme of studies and for his many inspirational suggestions: to some of my own pupils whose efforts in mimic and creative writing furnished several of the models used in this book.

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A Song of Canada

Sing me a song of the great Dominion!
Soul-felt words for a patriot's ear!
Ring out boldly the well-turned measure,
Voicing your notes that the world may hear;
Here is no starveling — Heaven-forsaken —
Shrinking aside where the Nations throng;
Proud as the proudest moves she among them —
Worthy is she of a noble song!

Sing me the might of her giant mountains,
Baring their brows in the dazzling blue;
Changeless alone, where all else changes,
Emblems of all that is grand and true:
Free, as the eagles around them soaring;
Fair, as they rose from their Maker's hand;
Shout, till the snow-caps catch the chorus—
The white-topp'd peaks of our mountain land.

Sing me the calm of her tranquil forests,
Silence eternal, and peace profound,
In whose great heart's deep recesses,
Breaks no tempest, and comes no sound;
Face to face with the deathlike stillness,
Here, if at all, man's soul might quail:
Nay! 'tis the love of that great peace leads us
Thither, where solace will never fail!

Sing me the pride of her stately rivers,
Cleaving their way to the far-off sea;
Glory of strength in their deep-mouth'd music —
Glory of mirth in their tameless glee.
Hark! 'tis the roar of the tumbling rapids;
Deep unto deep through the dead night calls;
Truly, I hear but the voice of Freedom
Shouting her name from her fortress walls!

Sing me the joy of her fertile prairies,
League upon league of the golden grain:
Comfort, housed in the smiling homestead —
Plenty, throned on the lumbering wain.

Land of Contentment! May no strife vex you, Never war's flag on your plains be unfurl'd; Only the blessings of mankind reach you — Finding the food for a hungry world!

Sing me the charm of her blazing camp fires;
Sing me the quiet of her happy homes,
Whether afar 'neath the forest arches,
Or in the shade of the city's domes;
Sing me her life, her loves, her labours;
All of a mother a son would hear;
For when a lov'd one's praise is sounding,
Sweet are the strains to the lover's ear.

Sing me the worth of each Canadian,
Roamer in wilderness — toiler in town —
Search earth over you'll find none stancher,
Whether his hands be white or brown;
Come of a right good stock to start with,
Best of the world's blood in each vein;
Lords of ourselves, and slaves to no one,
For us or from us, you'll find we're — MEN!

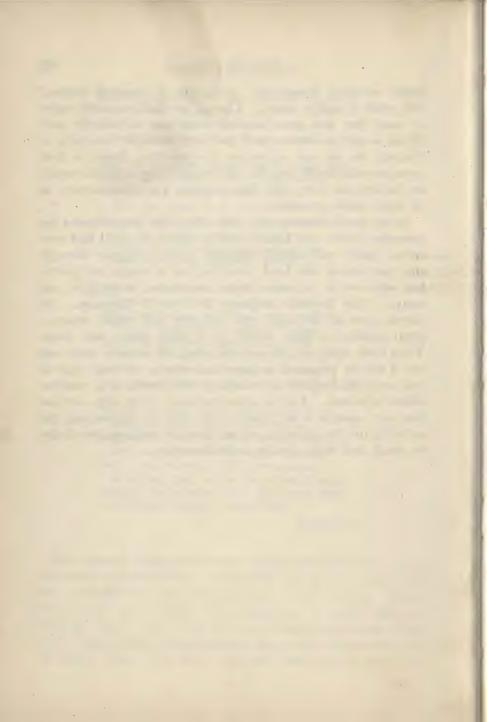
Sing me the song, then; sing it bravely;
Put your soul in the words you sing;
Sing me the praise of this glorious country—
Clear on the ear let the deep notes ring.
Here is no starveling—Heaven-forsaken—
Crouching apart where the nations throng;
Proud as the proudest moves she among them—
Well is she worthy a noble song!

ROBERT REID.

Our highest thoughts and our deepest emotions are often expressed in poetic form. "Soul-felt" words are needed for the expression of great thoughts and deep feelings. Even though the poet himself has sung out 'a noble song of Canada,' yet in each verse he seeks someone who can compose a song which will adequately express his admiration for his native land. He feels that not even he can sing 'the

might of giant mountains,' 'the calm of tranquil forests,' 'the pride of stately rivers.' Though we shall probably agree at once that this poet has described very effectively such things as the mountains and the rivers and the campfires of Canada, we yet can appreciate his yearning desire to find someone who could ring out the majestic words which would set before our very eyes these various Canadian scenes, in all their noble grandeur.

In no small measure that task which the poet foresees for someone, is the very kind of task at which we shall find ourselves busily and happily engaged as we continue through the exercises of this book, working not at songs and poems but with words, phrases, clauses, sentences, paragraphs and essays. Our English language is a noble language. Its words come to us laden with imagery and music when a great speaker, a great writer, or a great singer uses them. They flash upon our inward eye; they fall sweetly upon our ear if we are prepared to appreciate them. A large part of our study in English is a working with words and combinations of words. And to what purpose? Our aims are few but very specific — we wish to be able to appreciate the nobility and the grandeur of our literary heritage; we desire to speak and write clearly and effectively,



UNIT 1

The Art of Conversation

The Value of Good English

Why speak good English?
Why write good English?
Who must speak good English?
Who dares neglect good English?

Of what use is it to any student to learn to speak and to write good English? There are some occupations in life where a knowledge of good English is not absolutely essential for success. It is possible to be a successful musician, or inventor, or machinist, or every-day laborer without knowing how to speak well or even write at all. On the other hand, one cannot be a successful student, stenographer, teacher, lawyer, or editor without knowing how to speak and to write well. At least, those in the latter group must be able to appreciate good English if they are to hope for success. And those in the first group will be able to achieve much more in their chosen vocations if they can read and write well.

But after all, it is not by success alone that we measure a man's true worth. We also measure him by his speech and by his deeds. With the latter we are not at present concerned, but we are concerned that each generation of Canadians should learn how to speak and write well.

The High School student of to-day need plead no excuse in after-life if he is not the master of his own mother-tongue. He should make no mistake that two choices are before him.



Is A Happy Place

He can master his own language or he can be a slave to his own incapacities. Many High School graduates occupy public positions within a few years after leaving school, and in no one of these positions can a person afford to make errors in ordinary speech. In any walk of life, good speech is an asset. It has never been a liability.

One further point. The worth-while things in life are worth working for. Any student who makes a genuine effort to master his own mother-tongue can do so. He must be prepared to discipline his own speech, according to certain well-defined rules and principles. If he does that, he can move at ease in any society. And all the while he knows that he has developed the power to appreciate either of two of life's greatest treasures—"a well chosen book or friend."

Discussion

The art of conversation is a delightful one. Discussion of topics of common interest is a never-failing source of delight among friends. But discussion is more than a delight; it is a necessity. It has been called "the engine of social progress." Our old friend, "thinking" permeates all discussion.

SOME HINTS FOR GROUP DISCUSSIONS

*1. Speak clearly.

*2. Respect another person's opinions.

3. Avoid monopolizing the discussion.

*4. Keep to the subject.

5. Cite authorities, if necessary.

₹6. Be a good listener.

7. Accept graciously the group's decision.

A SAMPLE OF GROUP DISCUSSION:

A group of boys and girls in school have this question thrust before them by one of their own number.

"Can we assist the blind man who sells pencils on the street-corner, a few blocks from our school?"

Tom Davey — We all know "Blind Harry" and all of us in this classroom know of the explosion in which he lost his eyesight. We also know that he and his family have been highly respected residents of this town for years. I expect that we all know that two sons and one daughter of "Blind Harry" attend our school. Some of us value them as our best pals. For these reasons, I should like to see the boys and girls of this school assist "Blind Harry" by purchasing a goodly number of our pencils from him.

ELIZABETH JAMES — I should like to add to Tom Davey's remarks by telling you that I happen to know that illnesses in "Blind Harry's" family for five years previous to this accident drew heavily upon the family's surplus resources. I happen to know upon good authority that he and his brave little wife were worrying considerably about their bad luck before the tragedy came. I agree that we should show our practical sympathy for this unfortunate citizen.

ARTHUR BOND — There seems to be no doubt but that "Blind Harry's" case is one which deserves our practical sympathy. I, for one, propose to buy some pencils from him. At the same time, I see a difficulty. Mr. Robbins and Mrs. Long, in whose stores we have previously bought all our school supplies will notice a very definite falling-off in business if we desert them (they have been very kind to us in many ways) and buy pencils elsewhere. How shall we justify our actions in deserting them?

Lucy Brown – I have a solution for that point. I had been thinking along exactly the same lines as Tom Davey and Arthur Bond. Knowing

Mrs. Long very well, I approached her with my own problem. I told her frankly that I wanted, in the future, to buy some pencils from "Blind Harry" but, to make up the loss in business which Mrs. Long would suffer I promised to buy at least half my Christmas cards in her store this year. When I told her that she even encouraged me to buy some pencils from "Blind Harry."

DICK TORRANCE — We can all follow the suggestion just given by Lucy Brown. It solves a problem that was bothering a number of us. But a bigger problem is worrying me. I don't want to see "Blind Harry" selling pencils on that corner for the rest of his life. Can we not do something to improve his lot in life and so guarantee something better for him than selling pencils in rain and shine, in cold and heat?

KATHARINE AMES — I shall ask my father to inquire whether "Blind Harry" has applied for the "blind pension." Sometimes people are too proud to claim a pension. Once pensions are authorized by law there is no stigma against receiving them and, in this case, we should make certain that he receives that pension.

BILL McMurton — "Blind Harry" was a cabinet-maker by trade before he lost his eyesight. I shall ask my father to write to "The Canadian National Institute for the Blind" and ask them for suggestions as to some form of home industry which "Blind Harry" could pursue. There must be some work he could do in his own home and "The Institute" might be able to give him contracts for work to be done right in his own home.

Miss Robinson (the teacher) — This has been a worthy and fruitful discussion. It would seem that you have evolved one practical means of assisting "Blind Harry" immediately, and the two inquiries suggested may bring very worth-while information within two or three days. I suggest that on Monday next we re-open this subject for further discussion.

EXERCISE 1

One of these topics can serve for class discussion a day or two hence. Assist your classmates in choosing a topic. We shall assume that your teacher will act as discussion leader. Prepare yourself for the discussion.

- 1. We recommend Wednesday half holidays during the school term.
- 2. Boys should be in classes by themselves in our school.
- 3. Shall we issue a school magazine?
- 4. Nothing ever needs a lie.
- 5. Examinations are stimulating.
- 6. Let's form "An Old Boys' and Old Girls' Association."

- 7. Is youth to-day ungrateful?
- 8. Some hints on reading.
- 9. Suggestions on "How to Study."
- 10. The problem of our leisure time.

EXERCISE 2 (ORAL)

With the following points in mind, discuss a novel previously studied in class:

Setting, Action, Characters, Language, Climax, Author.

EXERCISE 3

Under these headings discuss a popular moving picture, recently seen: Type, Photography, Setting, Acting, Favorite Scene, Sound Effects, Main Plot, Weaknesses, Strengths.

EXERCISE 4 (ORAL)

Vagage

Be ready with a two or three-minute explanation of what you would do in each of any five of the following circumstances. Be ready also to answer your classmates' questions after your explanation.

1. Your row-boat springs a bad leak a mile from shore.

2. A bear pokes his nose through the berry-bushes while you are picking berries.

You wake up in the night and hear a robber downstairs.
 A pig refuses to be chased through a hole in the fence.

5. You find yourself alone on a street-car without tickets or money.

6. A serious illness confines you to absolute quiet, in your bed, for six months.

7. You find yourself lost in a large woods.

8. Your employer frequently asks you to work overtime without pay.

9. Flood waters are rising around your home and are now up to the front steps.

10. Your riding horse suddenly becomes balky and refuses to budge.

EXERCISE 5

The following subjects come before a group for discussion. Divide the class into several groups and let each group be responsible for presenting, orally or in writing, the opinions held by one of the interested persons or groups of persons indicated.

 a. On a clay-pile, half a mile from an excavation which is being made for a new house, a 16 year old boy finds an old bottle containing \$500.00. The following persons claim the money:

- 1. the boy who found it
- 2. the truck driver who hauled the earth
- 3. the owner of the truck which hauled the earth to the pile
- 4. the owner of the land on which the bottle was found
- 5. the owner of the lot from which the clay was taken
- 6. a man whose mother hid the bottle somewhere 25 years before
- b. A group of merchants in a town of 3000 cannot agree upon the wisdom of adopting the "Wednesday half-holiday plan." The following groups have views to express:
 - 1. fruit and grocery merchants
 - 2. hardware merchants
 - 3. butchers
 - 4. clerks
 - 5. housewives
 - 6. school children
- c. A manufacturer of ink insists that all merchants, to whom he sells, sign an agreement not to sell the ink to their customers below or above a fixed price. Discuss this policy from the following viewpoints:
 - 1. the manufacturer
 - 2. the retailer
 - 3. Mr. John Public

The Class as a Club

By studying the organization and conduct of "a club" within your own class, you can learn how to conduct almost any public meeting.

, Calthe meeting

A. Organization

Usually the teacher acts as a temporary chairman and asks a pupil to act as temporary secretary to keep notes of the meeting. The teacher then explains the purpose of the proposed club—let us say "A Literary Club" which will meet every second Friday during one of the English periods.

After this brief explanation, the chairman announces that the question is open for discussion. Various pupils give their views and in this discussion arguments pro and con should naturally arise. When sufficient discussion has taken place,

the chairman re-states the proposal and calls for a vote by 5 show of hands, always asking first for those in favour of the proposal, and always asking second for those opposed. Assuming that the majority favours forming the club, the chairman then usually appoints a committee of three or five to bring in a report at the next meeting as to a suitable name for the club. This report should be in writing. If desired, a similar committee could bring in, at the next meeting, a proposed constitution and by-laws. The first meeting is then adjourned by the chairman who announces the time and place of the second meeting.

At a second meeting, the temporary chairman calls the meeting to order, and asks the temporary secretary to read the minutes of the previous meeting. All should listen closely to these minutes because they are the official record of the club's activities. When they have been read, the chairman invites corrections or additions to the minutes. If no changes are suggested, the minutes stand approved as read, and should then be signed by the chairman and by the secretary.

The next order of business is the report of the "name committee." The chairman of this committee reads his report and may do one of two things in finishing his report. He may move, seconded by a committee member, that the report be received and adopted, or he may close his report by reading the names of the committee which prepared the report. In either case, he hands his report to the secretary. If the report has been read only, someone in the audience moves its adoption and someone else seconds the adoption motion. This brings the matter up for discussion. Usually the considered judgment of such a committee is accepted. Therefore, the motion for its adoption is usually "carried."

Therefore, the motion for its adoption is usually "carried." If a committee on "constitution and by-laws" is also to report, its report is dealt with in a manner similar to the report of the previous committee.

The Club is now organized and named. Election of officers follows. The chairman invites nominations for the first office mentioned in the constitution. If no constitution exists, the club members may informally decide what offices are to exist. It is usual to nominate and elect for one office at a time. Nominations need not be seconded. Voting may be by ballot, by show of hands, or by standing vote. Usually the one person mentioned for Honorary President is declared elected. Suppose that three are nominated for President, thus:

John Robbins Mary Jones Elizabeth Brown

Ordinarily, the chairman asks for a vote on these names in order of their surnames, arranged alphabetically. Usually, no one is declared elected unless he or she has secured a majority of all votes cast. Therefore, a second ballot might be necessary. In that case, the low person on the first ballot drops out.

Similarly, the remaining offices are filled. The temporary officers retire to permit the new executive (all the officers) to take charge of the club which is now fully organized and

named.

B. How to Conduct an Ordinary Club Meeting

The following is the usual "order of business" or "agenda" followed in a meeting:

1. Call to order

2. Reading and adoption of minutes

3, Business arising out of the minutes

4. Reports of committees

5. Unfinished business

6. New business7. Programme

8. Announcements

9. Adjournment

Re-read section A above and you will readily see how the first five items on the agenda in B have been disposed of.

The "Literary Club" organized in A could, if its members so desired, proceed with the remaining items on the agenda. It is quite probable in an organization meeting that, once the Club is fully organized, the meeting will adjourn. However, at a later meeting, items (6), (7), (8), (9) above are almost certain to be required on the agenda.

Under New Business (6), any member may ask a question, move a motion, or give information of interest and value to club members. If a question is asked, it must in any and all cases be directed to the chairman. If he is the one to answer it, he should do so concisely and courteously. If the question is really intended for another club member, the questioner usually speaks somewhat as follows: "Mr. Chairman - through you, I should like to ask Jack Davis whether the report he is preparing will be ready for next meeting." The chairman calls on Jack Davis by simply rising and announcing his name. Jack rises and speaks somewhat as follows: "Mr. Chairman – I am glad to answer Bill Robinson by saying that I hope to present my report at our next Club meeting." If a motion upon any topic is to be presented, it must be duly seconded. It is then dealt with as indicated in the section below on Motions and Amendments. A Club member desiring to give any news to the Club simply addresses the chairman who recognizes the speaker by naming him, thus inviting him to speak.

Under *Programme* (7), at least two methods are possible. The chairman of the Club can act as chairman of the programme part of the meeting, calling upon the several programme contributors in turn. If a programme committee has prepared this portion of the Club's meeting, the committee convener often acts as chairman, calling upon the contributors in turn, and making appropriate comments about the various programme numbers. When the pro-

gramme is completed, it is quite in order to have a vote of thanks duly moved, seconded, passed, and tendered. See the section below on this item.

Under Announcements (8), anyone may speak. Usually the chairman makes any necessary announcements.

Under Adjournment (9), at least two methods are possible. A motion for adjournment can be duly moved, seconded and passed. An alternative is often used because it is more easily managed. The chairman, sensing that the meeting should adjourn, just announces that if no one has any further business to bring up that the meeting will adjourn. He waits a few seconds and then says, "This meeting is adjourned." To postpone adjournment, a motion for adjournment must be defeated.

C. MOTIONS AND AMENDMENTS

A member rises and says, "Mr. President," (or Mr. Chairman). He pauses to be recognized by the President who recognizes him by naming him. The member then moves his motion by saying, "I move that at our next meeting we hold an informal debate." The President asks for a seconder and if another member says, "I second the motion," it is then before the club for discussion. It is known as the main motion.

Any desired amendment is duly moved and seconded just as a motion is. The amendment, as its name implies, seeks to amend the motion; it may not be worded so as to defeat the entire purpose of the main motion. Therefore, the mover of the amendment, in this case, might say, "I move, in amendment, that at our next meeting we hold an informal debate wherein speakers shall be limited to four minute speeches." The part in italics is his proposed amendment to the motion. Someone seconds his amendment. The president then permits discussion on the motion and the amendment until he believes the members are ready to vote. He

usually makes certain by asking, "Are you ready for the question?" If the audience informally says, "question," he then asks for a vote on the amendment which he requests the secretary to read prior to the vote. When the vote is recorded, the amendment is declared "Carried" or "Lost" as the case may be. If the amendment is lost, the president immediately calls for a vote upon the main motion. If the amendment is carried, the president calls for a vote on the motion as amended.

EXERCISE 6

Imagine that you are present at a meeting of a Boys' or Girls' School Athletic Society. Since motions are sometimes written out and handed to the secretary of the meeting, practise writing four or five motions which you and your friends might propose in the course of the meeting of your Athletic Society. When you have carefully re-read your motions, exchange your book with a classmate. Read his motions and then practise writing an amendment to each of his motions. Re-read your amendments and hand the book to its owner.

EXERCISE 7

Organize your class into a club as indicated in the above paragraphs.

EXERCISE 8

Write the imaginary minutes for a meeting of a Men's Club or a Women's Club. Include at least one motion and one amendment. Give thought to your paragraphing.

D. Introducing a Speaker

Especially when a speaker is a guest of your club, care should be taken in introducing him properly to his audience. It is usual for the one who introduces a speaker to do so briefly, covering these points:

- 1. Indicate the purpose of the meeting.
- 2. Name the speaker, his subject, and a few of his achievements which qualify him to speak upon his subject.



He Means What He Says

3. Indicate the pleasure of all present in welcoming the visitor as a guest and as a speaker.

4. Conclude with some such words as "It is my privilege and honour to present to this audience Mr. —."

EXERCISE 9

Imagine yourself called upon to introduce a speaker. Write out your proposed speech of introduction. Be ready to give it without any notes.

E. MOVING A VOTE OF THANKS

In many instances it is the courteous thing to extend to a speaker, or entertainer a formal vote of thanks at the conclusion of the programme. To extend this vote, a member of the club, very briefly, expresses his own and the audience's satisfaction with the speech, and states that he wishes to move a vote of thanks. Someone seconds the motion. The president asks the audience how it wishes to receive the motion; the audience expresses its appreciation by hand-clapping, and the president then expresses to the speaker, very briefly, the sentiment of the motion of thanks. The recipient usually rises while the president is tendering the thanks; he merely bows in acknowledgment and then sits down.

EXERCISE 10

Write out a motion of thanks which you might propose to your club meeting which has just been addressed by a visitor from a foreign land.

EXERCISE 11

Imagine that in your club programme a presentation is to be made to the retiring president. Write out and prepare to deliver orally "the speech of presentation."

or

Write out and prepare to deliver orally the speech of acceptance after some such presentation has been made.

F. Proposing and Responding to Toasts

At a dinner meeting of your Club you may be called upon to propose a toast. How would you do it? It is not an easy thing to do if it is to be done well. The purpose of a toast is to do honour to some person, some society, some country. In seeking to do this honour, we really all speak through the one who proposes the toast, and then at a given signal we join with the proposer in drinking the health of the person or group we wish to honour.

Except in the case where the proposer of a toast is to make the main speech of the evening, a toast should be brief, happily phrased, and delivered in sincerity.

Here are some representative toasts. A common one is a toast to the King. Usually, the chairman proposes the toast by simply saying, "Ladies and Gentlemen – the King." All present at once rise from their seats, raise their glasses shoulder high, face the flag if it is in the room, stand at attention, and then sing the national anthem. At the conclusion of the singing, chairman and audience together repeat "The King" and then drink his health as a symbol of an act of homage and devotion. In this case, the chairman proposed the toast when he said, "The King." The audience responded by singing the national anthem and

drinking the King's health. In drinking this toast, it is quite incorrect to "clink" glasses before drinking as is done in other toasts.



One for Me-One for You?

A second type of toast is that used when a dinner group wishes to honour some one person or group of persons. It might be the founder of the Club or it might be the Executive of the Club. Let us suppose the founder of the Club is to be honoured. A toast to him might be spoken thus:

"Mr. Chairman, Ladies and Gentlemen:

Ten years ago a man, who had the interests of boys and girls at heart, invited to his home ten young people to whom he made known a plan he had devised for providing wholesome recreation for the youth of this town. As might be imagined, any plan suggested by Mr. — was listened to appreciatively. Not only so, it was thoroughly discussed. Its many advantages and its very few disadvantages were duly noted. Eagerly accepted by the youth of ten years ago, the plan was at once developed. All agreed, of course, that the convener of the organization committee should be Mr. — . Steadfast support was given by the committee members, but it was Mr. — who provided the enthusiasm, the encouragement, and the tireless energy which brought our present *Literary Club* into existence.

At the insistence of all of its first 25 members, Mr. — became the first Honorary President, an office he still holds. But he has been more than just an honorary official. He was then and is yet an honoured official. Through the years he has been an adviser and friend to us in and out of our Club activities. More than we can express to-night we owe to him our profoundest thanks for founding and guiding this organization which we feel is the most flourishing and the most worthy of all organizations to which we have ever been privileged to belong. In drinking a toast to his health to-night, we do so gratefully conscious of the debt which we, in our day, cannot repay.

Ladies and Gentlemen, I ask you to rise and drink to the health of Mr. --- ."

In drinking this toast, the audience would rise, hold their glasses about shoulder high, repeat in unison, "Mr. ——", clink their glasses, and then drink to the health of Mr. ——. The man toasted remains seated.

In responding to this toast, Mr. — would very likely do three things. He would thank his friends for thus honouring him. He would probably tell some interesting facts connected with the founding of the Club, and he would likely intimate some of the future possibilities and opportunities for the Club.

EXERCISE 12

Elect a chairman to preside over an imaginary banquet being held under the auspices of *The Boy Scouts* or *The Girl Guides*. Do any two of the following:

- a. Prepare and deliver orally the opening remarks expected of the chairman on such an occasion.
- b. Prepare and deliver orally any one of these toasts -
 - (1) your troop (2) your scoutmaster or guide-leader
 - (3) your guests (4) your country
- c. Prepare and deliver orally the short speech you would make in introducing the speaker of the evening.
- d. Prepare and deliver orally the vote of thanks to the speaker of the evening.

Pronunciation

Correct pronunciation and clear enunciation are prime essentials in good speech. Follow these suggestions:

- 1. Stand erect.
- 2. Open your mouth and give your words a chance to come out.
- 3. Use your lower jaw, lips, and tongue.
- 4. Speak slowly, clearly, pleasantly.
- 5. Finish each word.

EXERCISE 13

We are inclined to be careless in pronouncing expressions such as the ones given below. Use these expressions, underlined, in sentences at least 12 words in length. Be careful to pronounce distinctly the underlined expressions when you read your sentence in class.

this morning, go on, you are, what did you say, want to, going to, to-morrow, next month, last Saturday, a stiff protest, don't you.

EXERCISE 14 (ORAL)

a. The following words need special attention in spelling and in pronunciation. Use these words, underlined, in sentences at least 15 words in length. Include one of each pair of words in the subject of your sentence and arrange to include the other word in the predicate.

Example: The clothes, which I bought early in the month, were manufactured in a small town close to Leeds.

believe, belief; whale, wail; news, noose; worst, worsted; where, were; rows, rouse; either, ether; crossed, across; baron, barren;

sentry, century; emerge, immerse; desert, dessert; what, watt; statue, statute; rout, route; proceed, precede; quiet, quite; loose, lose; off, of.

Now go back and pronounce the words in pairs.

b. These words need care in pronunciation. Use them, underlined, in pairs in sentences of variety.

whit	wit	whether	weather
whales	Wales	while	wile
whale	wail	where	were
whacks	wax	where	wear
which	witch	white	wight

EXERCISE 15

a. Write, showing syllables, the days of the week and the months of the year. Go through the two lists a number of times until you have formed the habit of pronouncing every word correctly.

b. Write, showing syllables, the names of 20 villages, towns, cities in your own province and practice their pronunciation until you feel

there is no danger of mispronouncing any of them.

c. Write, showing syllables, the names of the provinces of Canada and of any ten states in the United States. Practice their pronunciation until you feel confident that you will not mispronounce them.

EXERCISE 16 (ORAL)

Pronounce each of these words paying particular attention to the italicized letter or letters. Use these words, underlined, three at a time in a sentence. Read your sentences silently before reading them aloud.

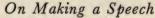
salary	wrestle	architect	nothing
ideal	sev <i>e</i> ral	experiment	kept
omelet	pumpkin	geography	spirit
hundred	secretary	miserable	turnip
diamond	February	gentleman	thousand
length	regular	arithmetic	prints
library	arctic	wheeze	plaintiff

EXERCISE 17

Here is another set of words which need attention in pronounciation. Using your dictionary, write down two pronunciations and two meanings for each word. Include the part of speech sign also. Now, use each pair underlined in a sentence. In this exercise, aim to demonstrate

that you can write sentences of different varieties and lengths. Remember, each sentence is to be vivid and interesting.

refuse, torment, extract, insult, transfer, protest, contract, discount, convert, incline, invalid, produce.





Much of the progress in the world has depended upon the making of effective speeches. New discoveries are of no value until they are put into use, and this can be accomplished, only by telling the people, either orally or in writing, that some new discovery is at hand, ready for use. New reform movements are launched upon an eager or a reluctant public by some speaker or writer. Succeeding generations of children receive much but not all of their earliest instruction through the speech of their elders. True, this may be informal speech; nevertheless, it is speech, and its effectiveness is a matter of concern to the speaker. Speech is our medium of communication in everyday affairs, and we all know the value of being able to speak with clearness, with conciseness, with effectiveness, with pleasantness.

Recognizing the fundamental importance of cultivating a good conversational style, we shall now pass on to consider certain fundamentals of the more formal type of conversation — speech-making.

Purpose

There are probably three common purposes in public speaking. Some speak to entertain, some to inform, some to persuade. Speakers may use these singly or may combine two or more of them. Any speaker should be clear in his own mind as to the exact purpose of his speech.

Plan

Assuming that a topic has been chosen, the next step is the finding of subject matter. Depending upon the type of speech, this material will come from one's own personal experiences, or from past reading, or from interviews and new reading. Organization of the material comes next and is followed by the making of a rough plan. Since first and last impressions are always important, attention must be given to a good opening. One must revise his written effort to make certain of its organization, to correct grammatical and language errors, to note the portions needing emphasis, and to prepare a strong conclusion. Should the speech then be memorized, read, or spoken to an audience? There is but one answer - it should be spoken. Therefore, the speaker must read and re-read the prepared speech until he has absorbed it. Before delivering the speech, he should make an outline on a small card, to be used only if necessary.

These, then, are the steps in planning:

- 1. Choose a topic.
- 2. Gather material. cutertain, inform ,
- 3. Organize the material.
- 4. Make a rough outline.
- *5. Decide upon a good opening.
 - 6. Write the speech.
- \$7. Decide upon a strong ending.
 - 8. Revise the speech.
 - 9. Read and re-read.
- *10. Make a card outline opening we

Last Minute Thoughts

When a speaker sits waiting to be introduced and when he steps forward to speak, he can well afford to remember certain things:

- 1. Determine the necessary strength of voice.
- 2. Determine to speak slowly, clearly, naturally.
- 3. Determine to stand erect, away from any table or chair, and near the front of the platform.
- 4. Remember that he speaks as an authority upon a subject which has interested him, and in which his audience is or can be made interested.

Taking Stock

He who has spoken even once in public has learned a great deal which he can learn nowhere else. Certain things are clear after one has spoken a few times in public. Probably any speaker has learned these things:

- I. A speech should be prepared. No speaker, unless an experienced one, should attempt to speak unless he has prepared what he has to say. To speak without making preparation, is unfair to speaker and audience.
- 2. An audience is appreciative if the speaker speaks interestingly upon an interesting topic.
- 3. A speech should be brief. Even experienced speakers, speaking to grown-ups, seldom exceed an hour. Most good speeches are less than an hour in duration. For how long should a High School student be expected to speak?
- 4. The value of an anecdote. Young speakers should first make certain of all else in public speaking. An anecdote can be used very effectively; it can also mar a speech. When a speaker has gained confidence in all else, he should then try including an anecdote which of course must fit suitably into his speech.

5. There is danger in using ridicule or sarcasm. These can never replace reason or argument.

EXERCISE 18

Prepare a short speech (five minutes) upon the life work of any character studied in history this year.

N.B. When delivering the speech, avoid entirely a chain of "and's." Instead, think in sentences, and speak in sentences. Avoid "and-ur," "but-ur," "so-ur," etc. Instead, think in sentences, and speak in sentences.

EXERCISE 19

Prepare a short talk upon your favourite hobby. Probably you can use illustrations and demonstrations, in giving the talk.

EXERCISE 20

The above two exercises require addresses upon concrete topics. Next, prepare a talk upon one of the following:

MannersA Good BookGood DeedsHealthFirst AidDutyDressSafe DrivingHonestyRelativesEatingHome

EXERCISE 21

Upon a small slip of paper write the name of some History or Literature character studied this year. Place the slip, face downwards on the teacher's desk. The teacher will then choose someone to make the first impromptu speech. A second pupil will draw a slip and may prepare his speech while the first speech is being given. Be especially careful to think and speak in sentences.

Making an Announcement

Sooner or later you will have to act as chairman of your class meeting or of some public meeting. As such, you will likely be required to make announcements. Sometimes these are handed to a chairman in written form; at other times he is just asked "to make an announcement." Let us suppose you are verbally informed of the content of the following



President Roosevelt Receives an Honorary Degree at Queen's University, Kingston

announcement. Having organized the facts you would then announce somewhat as follows:

Our class has decided to entertain the visiting athletic team of Brownsville School after the field-day next Friday. Refreshments will be served in the cafeteria, and will be followed by a short programme arranged by our Social Committee. We hope that every member of our class will be in the cafeteria 10 minutes after the last event on the field-day programme. Tickets cost 10c, and can be procured from the class executive.

Besides striving to state attractively what event is being held, the announcer should make clear the date, the time, the place, the admission, and any special instruction which needs to be given.

EXERCISE 22

Imagine yourself the class president. In two minutes, prepare orally or in writing an announcement concerning one of the following:

- 1. a special hockey practice
- 2. a visitor who is to speak to the class
- 3. an item of good news
- 4. a change in school time-table
- 5. a school concert
- 6. an appropriate programme for Armistice Day

Argumentation and Debating



Argument

Argumentation

In argumentation, a speaker or writer endeavours to convince one or more listeners or readers of the truth of some assertion; he may even be attempting to change the listener's or the reader's mind upon the matter. He is mustering sufficient facts to prove his assertion.

MODELS OF ARGUMENTATION

Cats and Pansies

I am tempted to give one more instance showing how plants and animals remote in the scale of nature are bound together by a web of complex relations . . . Nearly all our orchidaceous plants absolutely require the visits of insects to remove their pollen-masses and thus to fertilize them. I find from experiment that bumble-bees are almost indispensable to the fertilization of the heartsease (viola tricolor), for other bees do not visit this flower. I have also found that the visits of bees are necessary for the fertilization of some kinds of clover . . . Bumble-bees alone visit red clover, as other bees cannot reach the nectar . . . Hence we may infer as highly probable that, if the whole genus of bumble-bees became extinct or very rare in England, the heartsease and red clover would become very rare, or wholly disappear. The number of bumble-bees in any district depends in a great measure on the number of field-mice, which destroy their combs and nests; and Col. Newman, who has long attended to the habits of bumble-bees,

believes that "more than two-thirds of them are thus destroyed all over England." Now, the number of mice is largely dependent, as every one knows, on the number of cats; and Col. Newman says: "Near villages and small towns I have found the nests of bumble-bees more numerous than elsewhere, which I attribute to the number of cats that destroy the mice." Hence it is quite credible that the presence of a feline animal in large numbers in a district might determine, through the intervention first of mice and then of bees, the frequency of certain flowers in that district.

CHARLES DARWIN: The Origin of Species.

Comments on the above argument

1. He is trying to prove that plants and animals "are bound together by a web of complex relations."

2. Certain plants require the visits of insects to ensure their

full development (fertilization).

Proof of the above — (1) bumble-bees fertilize the plant, "heartsease." (2) bees fertilize some kinds of clover.

3. The number of bumble-bees in any area depends upon the number of mice in the area.

Proof of the above -(1) mice destroy the nests and combs of bumble-bees. (2) Col. Newman (an authority) says that over two-thirds of the bumble-bees are thus destroyed.

- 4. The number of mice depends upon the number of cats.
 Proof of the above (1) it is obvious "as everyone knows." (2) There are more bees near the towns and villages where the mice have been destroyed by the cats.
- 5. The final conclusion: The number of cats in an area may easily determine the kind and the number of certain flowers in that area.

The Red Cross

Our local Red Cross is starting a drive to provide food and clothing for a number of needy families in our neighborhood. To you, who are always well-fed, comfortable, and warm, it seems very far away and unreal when I tell you that there are boys and girls of our own age who are literally starving and dying of privation. I am sure that when you realize this you will not be able to enjoy the comparative luxury of your own life without sharing it, even in a small way, with these needy folks.

Only last winter, in an East Side tenement, a widow and her five children were found huddled close together in a bed to keep warm. They hadn't eaten for two days, and before that had lived for weeks on the scraps their poor neighbours gave them. This is only one example of the need that is so prevalent all over our country today,

and which the Red Cross is doing its best to relieve.

When you go home and look in your perhaps not overstocked but still comfortable wardrobe, think of those less fortunate than your-self and bring any of your old clothing that can be spared. When you sit down to your hot dinner tonight, think of other boys and girls in a cold, dingy, dismal tenement with nothing to eat, or perhaps a crust of bread to munch on, and make a resolve not to go to the movies this week, but to give your motion-picture money to the relief fund. You won't miss either the clothes or the money, and they'll do someone a world of good.

- PUPIL.

Comments on the above argument

1. In the first paragraph, there is a clear-cut statement of the existence of poverty.

2. In the second paragraph, there is an example of the poverty. There is also mention that it is but one of many

examples.

3. In the third paragraph, there is a definite plea for assistance which will permit the Red Cross to aid in relieving the poverty.

4. Notice the excellent organization of this little essay.

EXERCISE 23

Prepare orally or in writing three good arguments for any one of the following:

1. I should have been permitted to "sleep in" this morning.

2. I work harder than my brother.

3. We need a month's holiday in the winter time.

4. Every girl should learn how to cook.



Wendell
Willkie
Addresses
The Ontario
Legislature

- 5. Every boy should learn how to cook.
- 6. It pays to be courteous.
- 7. Country folk live a happy life.

EXERCISE 24

Prepare a two or three minute talk to show that one of the following is entitled to a place in Canada's hall of fame:

Cartier, Frontenac, Selkirk, Brock, Elgin, Brown, Macdonald, Borden.

Debating

Debating is just formal argumentation.

It follows naturally upon Discussion, and Argumentation. One can scarcely conceive that any person could become a successful debater if he were not previously trained in discussion and argumentation. To achieve success in this field, one must follow certain recognized rules of debating. But one must do something else. One must know how to speak or write the arguments prepared. Therefore, we stress at the outset two fundamentals in debating.

- 1. strict adherence to the recognized rules.
- 2. the cultivation of a natural but earnestly impressive style of speaking or writing.

The Choosing of a Topic

Any question chosen for debate should be debatable. It is futile to choose a one-sided topic which permits of little or no argument. It should be an interesting two-sided question.

Any question chosen for debate should be a vital one, one which challenges the interest and the intellect of those

meditating upon it.

Any question chosen for debate should be of a sufficiently narrow scope to permit the human mind to grapple with the challenging declaration. Any broad or complicated topic almost certainly guarantees failure in arriving at positive conclusions.

Any question chosen for debate should state the question in a single sentence with one subject and one predicate, unless perchance a modifying clause of either the subject or the predicate is absolutely necessary.

Any question chosen for debate should be worded in the positive. Confusion always arises if the statement is worded

negatively.

On Securing Information

1. One should first search his own mind at the same time jotting down thoughts which arise.

2. One should next read widely and deeply to obtain further knowledge. Notes from each worth-while book should be

jotted down.

One should interview personally any authority available whose views would carry weight in an argument upon the topic under discussion. Jot down worth-while comments or proofs mentioned.

The above three sources are the likely ones to which any debater would turn. It is obvious that it is in books that a debater will receive his greatest assistance. The value of charts, diagrams, and pictures should not be overlooked.

Upon many debate topics, information can be secured from some of the following books usually accepted as authorities in debate.

- a. The Dictionary
- b. The Encyclopaedia Britannica
- c. The Canada Year Book
- d. The Canadian Almanac
- e. The American Year Book
- f. The Dominion Bureau of Statistics Publications
- g. Government Blue Books
- h. The Book of Knowledge
- i. The World Book

The Chief Parts of a Debate

A debate, in its form, is little different from any essay because a debate must have an introduction, a body of argument, and a conclusion. This general statement is true of a whole debate and also of a debater's speech. Each debater draws up what is called a brief. It is a sentence outline of the material he possesses. It contains an introduction, the brief proper or the body of the argument, and the conclusion. The question at issue should be introduced by the first speaker on the affirmative side of the debate. This side upholds the statement made in the debate topic.

Having introduced the subject, the same debater then goes on to give the body of his argument, and finally proceeds to a conclusion just as if he were making a speech or writing an essay upon a non-debatable subject. The second speaker in a debate leads the *negative* side and challenges the statement made in the debate topic. He seeks to disprove the assertion. This speaker of the negative side must also provide some form of introduction to his speech, and he goes on to reveal the body of his argument which is followed by a suitable conclusion. In short, each speaker

should obey the simple old-fashioned rule of opening up a subject, developing it, and concluding it.

Let us look in more detail at the various parts.

a. Introduction

Assuming that an audience needs to know more about the subject in general, the first debater usually reveals the origin of the topic, its general importance, and its relation to the audience. He also defines any word or phrase needing definition. In most cases, a dictionary definition is amplified by a common-sense analysis of the word or phrase being defined. Further responsibilities devolve upon the first speaker. It is his duty to indicate any points which, by agreement, are to be omitted from the argument. It is his duty to indicate any special agreement among the debaters as to the general interpretation of the topic. Finally, he should state the main issues to be debated.

b. THE BODY

A debater states his first point and then brings forth proofs of his statement. He must be his own guide in determining how many proofs are necessary. Similarly, he continues to prove his succeeding points until all but two or three minutes of his time has elapsed.

c. THE CONCLUSION

The conclusion of a debate is a very simple thing. It should be merely a summary or re-statement of the points proved. It is frequently an aid to the judges and audience if the speaker, in summarizing, indicates the number of the points by first, secondly, etc.

N.B. The first speaker on the negative side follows the same procedure throughout except that in his presentation he need only present his own points and proofs, and refute those previously given by his opponent.

Refutation

The refuting of an opponent's points can be attempted either before or during the presentation of one's own material. Some prefer to attempt at the outset to disprove some of the opponent's claims by showing the superiority of the new claims. You must be the judge of which method will suit the better.

EXERCISE 25

Write out the introduction only for the affirmative side of one of the following topics.

Resolved:

- 1. A daughter is more useful in a home than a son.
 - 2. Hockey is our best winter sport.
 - 3. Baseball is our best summer sport.
- All boys should be taught how to cook.
 - 5. The horse is man's best friend among the animals.
- -6. All advertising should be eliminated from radio programmes.
 - 7. The farm is the best place to live.

EXERCISE 26

Take either the affirmative or the negative side of one of these topics, and prepare a rough outline to show your introduction, body, and conclusion.

Resolved:

- 1. Every town of 5000 population should possess a civic hospital.
- 2. A library is a greater asset to a town than a skating rink.
- 3. Travel has a greater educational value than reading.
- 4. The crow should be exterminated.
- 5. Newspapers should publish full reports of murders.
- 6. "Starring" in sport should be discouraged.
- 7. Travel by rail is preferable to travel by automobile.
- N.B. For further debate topics see "Debating and Public Speaking for Schools," the Ontario Department of Education, Toronto.

Audience Conduct (Some Do's and Don't's)

When one becomes a member of an audience at a concert, at a meeting, at school assembly, at church — indeed in any

sort of public gathering, he should show certain specific courtesies toward others. Here are some of them:

- 1. Be on time. If, for any reason, you are late, do not enter any kind of public meeting while a part of the programme is being presented. Wait until a suitable interval permits you to enter with a minimum of disturbance.
- 2. Keep strictly quiet during the presentation of any programme item. Do not shuffle your feet, take off your coat, or chat with your neighbour. You owe respect to the person who is speaking, singing or performing.
- 3. Reserve items of conversation for the intervals in the programme. (There are no intervals in a church service).
- 4. If forced to leave before the end of the meeting, do so at some interval in the programme, and do so as quickly and quietly as possible. Avoid stalking down the aisle, and avoid slamming the door.
- 5. Show generous appreciation of a good programme but avoid all boisterous applause.
- 6. Refrain from any preparations for leaving the meeting until the full programme is complete. Strictly avoid putting on gloves, scarf, coat, etc., until after the meeting is over.
- 7. If distinguished guests are present, it is proper to rise when they enter, remain standing until they are seated, and rise again as they leave the meeting.
- 8. Rise and stand at rigid attention during the singing of the whole of the national anthem.
- N.B. The keynote of the above points is consideration for others.



The Wise Quintet

Animals and Birds to Read and Write About

Elephant Dance	F. H. FLAHERTY
Pilgrims of the Wild	GREY OWL
Cher Ami	M. B. COTHREN
Barry	E. C. HINKLE
The Charm of Birds	VISCOUNT GREY OF FALLODON
Scorpion, a Good Bad Horse	WILL JAMES
Island of Penguins	CHERRY KEARTON
Pride of Lions	B. F. JEAREY
The A. B. C. of Attracting Birds	A. M. PETERSON
The Maltese Cat	RUDYARD KIPLING

UNIT 2

Our Language



Stratford-on-Avon, England

A Brief Sketch of the English Language

Whence came the roots of our language? What later peoples contributed to our language? Who were some of our earliest writers? Is the English language still growing?

Various similes have been used to describe the English language. Some people have seen it as a great stream into which rills and rivulets and small streams have poured until the one great water sweeps on its way into the mighty ocean of world languages and literatures. Others have seen it

like a tree which, though some of its old branches (words) are dying or dead, is still alive and sending forth new branches. However we picture it, we can agree that our language had its origin in the lands of the Jutes, Angles, and Saxons, those powerful invaders who conquered the southern portion of Britain about 449 A.D., who changed the customs of its people, and who re-named the land, England. Here is a sample of what their early language looked like. It is taken from the earliest known English poem, "Beowulf," by an unknown writer. The poem was likely written before the invaders ever reached Britain.

Nis thaet feor heonon, Mil-gemearces, thaet se mere standeth, Ofer thaem hongiath hrinde bearwas It is not far hence, By mile measure, that the mere stands, Over which hang rimy groves.

These three tribes in England lived in different parts of the land and spoke different dialects. Two great scholars and writers among the Angles were our first known writers. They were Caedmon and the Venerable Bede who wrote in the eighth century.

By the eleventh, twelfth, and thirteenth centuries the influence of the Norman conquest was felt in the English language. It was a strong and lasting influence but the strong body of our English language, developing all the while, was able to absorb this influence. A piece of verse, written about 1226 will probably surprise us in showing a number of words which we can recognize.

Summer is icumen in.
Lhude sing cuccu!
Groweth sed, and blowed med,
And springeth the wude nu —
Sing cuccu.

This stanza may be freely turned into modern English as follows:

Summer has come in; Loudly sing, cuckoo! Seed doth grow and mead doth blow And springs the wood anew, Sing cuckoo!

By the latter half of the fourteenth century, the literary language of English was spoken and written by a very small number in the London-Oxford district. Wycliffe and Chaucer were the two great scholars and writers. A brief quotation from the writing of each will serve to show how the language was shaping itself toward the language of our own day. The first quotation is a part of Wycliffe's version of the twenty-seventh psalm:

No but the Lord build the house: they that builden it han travailed in vain. No but the Lord keepeth the city; he waketh in vain that keepeth it. It is vain of you to rise before the light; rise ye after that ye han set, that eaten the bread of sorrow.

The second is a quotation from Chaucer's "Prologue to the Canterbury Tales."



Canterbury Pilgrims

A good man was ther of religioun, And was a pouvre Persoun of a toun; But riche he was of holy thoght and work; He was also a lerned man, a clerk, That Cristes gospel trewely wolde preche; His parisshens devoutly wolde he teche.

By the time of James I, in the 17th century, our language had almost reached the form we know in the present day. Apart from some variety in spelling, we would find little difference between our written language and that of the early Stuart period. The main stages of language development from Saxon to Stuart times are shown in the following table which gives three readings of the same Bible passage, Luke I-10, 11.

I. SAXON GOSPELS - 11TH CENTURY

- 10. Eall werod thaes folces waes ute gebiddende on thaere offrunge timan.
- 11. The aetywde him Drihtnes engel standende on thaes weofodes swithran healfe.

2. Wycliffe's Bible - 1380

- And all the multitude of the people was without forth and preyede in the our of encensying.
- 11. And an Aungel of the Lord apperide to him, and stood on the right half of the outer of encense.

3. COMMON BIBLE - 17TH CENTURY

- 10. And the whole multitude of the people were praying without at the time of incense.
- 11. And there appeared unto him an angel of the Lord, standing on the right side of the altar of incense.

So much for the main stream of English language. But we said in the beginning that many little streams flowed into the big stream as it pursued its course to the sea. In other words, the English language has been a great borrower. The inevitability of that fact is clear to anyone who studies British History. We shall list a few groups of words, still in our language, and show their origin.

EARLY BRITONS - cart, crag, crock, lad, Avon.

ROMAN – castra (camp) as in Lancaster, Chester, Winchester, etc.; colonia (colony) appears in Lincoln. (portus) (harbour) appears in Portsmouth, Newport. vicus (village) appears in Warwick, Berwick, Greenwich. Through contact with the Church and commerce of Rome, we secured such words as bishop, church, monk, priest, butter, cheese, wine, candle, plant, box.

French — buffet, bureau, bouquet, cafe, depot, suite. Scandinavian — anger, stag, skin, raft, smile, sky. Norman French — arms, battle, law, homage, archery. Italian — opera, solo, piano, balcony, sonnet, bandit. Arabic — algebra, almanac, alkali, sheik. Spanish — armada, cargo, cigar, alligator. Hebrew — Amen, jubilee, Satan. German — hurrah, kindergarten, hamburger. Dutch — yawl, skipper, yacht, smuggle.

Persian – shawl, skipper, yacht, smugg Persian – shawl, sofa, carayan.

North American - squaw, papoose, canoe, tomahawk.

Australian - boomerang, cockatoo.

CHINESE - tea, silk.

The above list does not include our debt to Greek and Roman language. That debt is clearly shown in "Roots, Prefixes, Suffixes" which are to follow.

EXERCISE 1

Using your dictionary classify these words as to origin: ugly, fresco, tornado, skate, want, potato, cash, court, ditto, hosanna, zinc, tobacco, jackal, govern, admiral, collar, kangaroo, zero, chop-suey, bazaar, waltz, Messiah, negro, root.

One more development in our language should be pointed out. It is illustrated in the following table which shows differences which have arisen in the vocabularies of the Englishman and the American.

ENGLISH	AMERICAN	English	AMERICAN
lift	elevator	booking office	ticket office
cinema or		o .	
pictures	"movies"	luggage	baggage
tram	street car	railway	railroad

underground			
or tube	subway	coach	car
sweet	candy	guard	conductor
boots	shoes	driver	engineer
waistcoat	vest	"bobby"	"cop"
braces	suspenders	point duty	traffic duty
bowler	derby	lorry	truck

EXERCISE 2

Imagine yourself a "Londoner." Write a brief narrative to portray an exciting event while you were driving a taxi-cab in London. Use several of the above "English" words just to see how much different the paragraphs will sound.

Who will select from the rich treasury of our language the words and combinations of words which will adequately portray thoughts? He who knows something of the history of those words, he who hears music in the sounds of those words, he who has the imagination to fit together those words, so rich in imagery and sound. The rich and glorious and majestic English language is ours to command if we will but use it.

Bright is the ring of words,
When the right man rings them;
Fair the fall of songs
When the singer sings them.
Still they are carolled and said—
On wings they are curried—
After the singer is dead
And the maker buried.

R. L. STEVENSON.

The Formation of Words

We have just noticed how our English vocabulary has come into existence and how it has been changed and enriched during the past centuries by borrowings from other languages. There are other ways, however, by which our vocabulary has been expanded.

These are:

- 1. By COMPOSITION
- 2. By DERIVATION

Composition

Composition is the formation of a word by joining two or more simple words. Examples are:

penholder, water-jug, rowboat, overspread

When a compound is newly formed it is usually written with a hyphen separating its parts, but as its use becomes more general, the hyphen is dropped.

- 1. COMPOUND NOUNS:
 - a. Noun and noun (or pronoun): buffalo-robe, handspike, inkwell, he-goat.
 - b. Noun and gerund: walking-stick, dancing-class, looking-glass.
 - c. Noun and adverb: outlaw, uplands.
 - d. Noun and preposition: by-path, overhead.
 - e. Noun and adjective (or participle): blackboard, mocking-bird.
 - f. Noun and verb: tell-tale, toothpick.
 - g. Verb and adverb: out-let, up-start.
- 2. COMPOUND VERBS:
 - a. Verb and noun: typewrite, backbite.
 - b. Verb and adjective: rough-hew, whitewash.
 - c. Verb and adverb: foretell, cross-examine.
 - d. Verb and preposition: undertake, overcome.

3. COMPOUND ADJECTIVES:

- a. Adjective and noun: life-long, heartbroken.
- b. Adjective and adjective (or participle): dark-blue, good-looking.
- c. Adjective and adverb: ill-lighted, never-ending.
- d. Noun and preposition: inland, uphill.
- e. Noun and participle: heart-rending, bed-ridden.

Such phrase compounds as man-o'-war, mother-in-law, maid-of-themist, usually have the hyphen.

EXERCISE 3

Try opening your dictionary at random and then write down all the compound words which you see on that page. You might have two columns—one for old compounds and one for hyphenated ones.

Derivation

Derivation is the formation of a word either by a change in the body of the word, or by adding a syllable to what we call the root.

The first may be called *primary derivation*, as bliss (from bless), glaze (from glass), tale (from tell), ditch (from dig), hot (from heat), chill (from cool), gild (from gold), wreathe (from wreath), graze (from grass)

The second may be called secondary derivation, as: unloved, goodly, recall. In these words, the syllable "un" and "re" are called Prefixes, and the syllables "ed" and "ly" are Suffixes, whereas "love," "good," and "call," are the Roots.

Sometimes several words may be formed from one Rootword by the use of prefixes. From the Latin root vert (to turn), we have: invert, divert, convert, pervert, and subvert. The principal use of the prefix is to modify the original meaning of the root.

From sweet we have, by the use of suffixes: sweetly, sweetness, sweeten. The principal use here is to modify the grammatical function.

EXERCISE 4

By using the dictionary, and also by using prefixes, and suffixes see how many derivatives you can form from each of the following words: take, carry, write, predict, eject, port, believe, act.

ROOT WORDS

ANGLO-SAXON

Beran (to bear)
Bindan (to bind)
Dragan (to draw)
Dripan (to drip)
Fleotan (to float)
Settan (to set)

bear, berth, birth, burden band, bond, bondage, bundle draw, drag, drain, dray drip, dribble, drop, droop float, fleet, floe set, seat, saddle, settle

GREEK

Autos (self)
Chronos (time)
Deka (ten)
Metron (a measure)
Monos (alone)
Pathos (feeling)
Tele (distant)

autocrat, autograph, automobile chronology, chronic, chronicle decalogue, decade metre, diameter, thermometer monastery, monogram, monopoly pathetic, sympathy, antipathy telegraph, telescope, telephone

LATIN

ENGLISH

Aequus (equal)
bellum (war)
candeo (I shine)
claudo, clausum (I close)
crux (a cross)
levis (light)
similis (like)

adequate, equal, equator rebel, rebellious, belligerent candle, candidate, incense clause, close, conclude crucifix, crusade, crucial levity, lever, relief similar, resemble, assimilate

PREFIXES

a (on, in)
mis (wrong)
un (not)
with (against)

ashore, aboard mistake, miscarry unhappy, unfortunate, unwise withstand, withhold

GREEK

anti (against)
arch (chief)
ex (out)
mono (single)

antidote, antithesis, anticyclone archbishop, archdeacon, architect exit, exodus, exempt monologue, monarch, monosyllable

LATIN

de (down, from)
ex (e) (out)
in (in, on)
in (not)
inter (among, between)
per (through)
post (after)
pre (before)
re (back, again)
trans (across)

decline, deny, depart exhale, elude, exhaust, eject inhale, inspect, imprint inaudible, incurable, irregular interfere, international permit, perfume, permeate postpone, postscript, postdate prefix, predict, precede recall, recast, return translate, transmit, transitive

SUFFIXES



ENGLISH

dom (rule, quality, collection)
er (one who)
ful (having)
ish (belonging to, somewhat)
less (without)
lock, ledge (state)

wisdom, kingdom walker, singer, maker truthful, hopeful, healthful

childish, blackish, Scottish hopeless, endless, powerless wedlock, knowledge

GREEK

ism (the being, the
 doctrine of)
ic (like, belonging to)
ist (one who habitually)

baptism, Anglicanism athletic, domestic, automatic copyist, typist, stylist

LATIN

er, or, ar (the agent or doer)
ess (one who: feminine)
ite (belonging to)
mony (state of)
ion, tion, ation (act or state of)
tor, trix

walker, actor, beggar governess, actress, waitress Israelite, Wilsonite, modelite matrimony, harmony

rebellion, solution, starvation competitor, aviator, aviatrix

The following words may be formed from the Latin root Scribo (I write).

scribe, scribble, scribbler, script, scripture ascribe, ascription circumscribe, circumscription conscript, conscription describe, description, descriptive, describing inscribe, inscription, inscriptive, inscriber manuscript, postscript prescribe, prescription, prescriptive proscribe, proscription, proscribing subscribe, subscript, subscription superscribe, superscription transcribe, transcript, transcription

ROOTS, PREFIXES, SUFFIXES

Below are seven Latin verbs and some of their English derivatives. Write down two or three more derivatives for each verb. Select any two derivatives of each verb and use them in a sentence. Underline the derivatives used.

credo (I believe)
dico (I say)
jacio (I throw)
jungo (I join)

creed, credit, credible verdict, dictation, dictator eject, reject, object junction, juncture, conjunction pono (I place) position, post, positive quaero (I ask) position, post, positive query, inquire, inquest

N.B. From the above derivatives you will notice the use of prefixes in making a new word. A good example is to be seen in eject, reject, object.

EXERCISE 5

Use your dictionary to see how many words you can make from each of the following Latin roots. In using the dictionary, look only at the words whose first three or four letters begin with the three or four letters you find in the column to the right.

verto	(I turn)	vert
scando	(I climb)	scan
solvo	(I loosen)	sol
specto	(I look)	spec
voco	(I call)	voc

EXERCISE 6

Join each prefix in Column One to some word in Column Two to form a new word. Do likewise for Columns Three and Four. Write the new words in your exercise book.

dis	broad	dis	ever
re	monthly	re	way
a	bid	a	late
bi	act	bi	gone
for	due	for	loyal
sub	agree	sub	rouse
trans	organize	trans	union
pre	plant	by	cycle
fore	accountable	fore	natural
un	head	un	ply
sup	fix	sup	serve

How many of these could be used as verbs?

EXERCISE 7

Below is a list of common prefixes, and opposite each one is a word in which the prefix is used.

Write down at least two more such words which include the prefix.

ab .	abstain	ac	acquire
ad	admit	ant	anterior

bene	benefactor	col	collapse
con	concession	de	debase
di	diverge	inter	intervention
ob	object -	per	perceive
pro	propel	pur	pursuit



Lake Louise In The Rockies

EXERCISE 8

"The beauty of the scene entranced us." In a single descriptive paragraph, develop this topic sentence. How many prefixes and how many suffixes did you use?



On a Farm Near Saskatoon

EXERCISE 9

Write down each of the following words and underline the prefix or the suffix which has been used in the formation of the word. Write down two more words illustrating the use of the same prefix or suffix.

beauty	anteroom	agree
enrich	misguide	unkind
bicycle	truthful	qualify
package	monotone	perfection
dismiss	reunion	buyer
subway	superhuman	endure

EXERCISE 10

Underlining them, use correctly in sentences one of the following words and one of the words from the previous exercise. Note carefully the spelling and the pronunciation of the underlined words.

disable	discharge	discredit
disadvantage	disclaim	discriminate
disagree	disclose	discuss

disallow	discolour	disdain
disappoint	discontinue	disembark
disappear	discount	disengage
disarm	discourage	disestablish
disband	discover	disfranchise

EXERCISE 11 (ORAL)

By means of prefixes or suffixes or both, form words from the following roots: tract, part, press, kind, miss, cept, fer, ject, tain.

EXERCISE 12

"We hitched Old Dobbin to the wagon." Supply your own title, and in a three or four paragraph story of adventure develop the thought suggested in the above topic sentence. Put plenty of vim and spice into your verbs and adjectives.

The Dictionary

The dictionary's full of words
Which run from A to Z,
For any man to choose and use
In prose or melody.

The stories of the world are there, The songs which men shall sing, The books of ages yet unborn, And many a tender thing.

The jest lies sleeping on a page, The sermon waits a voice, The poem waits an artist's call, An artist's lovely choice.

It is the colour box of speech,
With all its various hues
Wherein are found the little tubes
That all who paint must use.

And one man splashes red and blue
And dull his canvas seems,
While one with deft and subtle touch
Can give the world his dreams.

So stands the dictionary there,
With words piled, row on row,
Waiting the teller of the tale
To set them all aglow!

EDGAR A. GUEST.

Dictionaries indicate the various sound values of vowels by certain marks. Study these markings given by several dictionaries:

\bar{i} , — as in — pine.
i, - " " - pin.
ō, — " " — note.
o, - " " - not.
ö, — " " — move.
\bar{u} , — " " — $tube$.
u, – " " – tub.
u, - " " $-bull$.

EXERCISE 13

Using your dictionary and the above chart, mark the vowels in the following words:

mast, hate, part, harm, pat he, sent, elude, stoker him, mine, kin, lime rob, hold, other, contest, obey turn, hub, unjust, unify, supper

EXERCISE 14

Copy the following words: write down the origin, syllabication and pronunciation of each one. The pronunciation of many of them needs extra attention.

familiar	superintendent	attacked	often
February	positively	adult	calm
Wednesday	arctic	electricity	poem
necessary	salmon	Tuesday	evidently
government	drowned	column	municipal
illustrate	counterfeit	honorable	details
immediately	children	absolutely	vacuum

orchestra	system	express	epistle
apostle	hasten	chastise	glisten
attacked	address	mischievous	library

Using the words of the above exercise a column at a time, write the words in alphabetical order, placing the accent mark upon the proper syllable. Pronounce each list.

SYLLABICATION

The following simple rules will aid in breaking words into syllables:

1. Ordinarily, divide a word according to its apparent pronunciation. The natural breath expulsions are a fairly good guide to the syllables.

es-sen-tial

gov-ern-ment

2. If the vowel of a syllable is long (especially of an accented syllable), the syllable usually ends with that vowel; if the vowel is short, the syllable ends with the succeeding consonant sound; as,

Long vowel Short vowel re-volt rev-olution e-lect en-ter

3. The root word should not be divided; as, shar-es burd-en cand-le but should be written shares, burden, candle.

4. Divide between double consonants; as,

neces-sary com-mit profes-sion cin-namon

5. If the root word ends in a double consonant, do not divide between the consonants; as,

dres-sing, spel-ling, rol-ling; instead write: dress-ing, spell-ing, roll-ing.

6. A prefix usually makes a syllable; as, dis-please, re-place, un-fit.

- 7. A suffix likewise makes a syllable; as, like-ly, mov-ing, help-ful.
- 8. Do not divide a word of one syllable.
- 9. Do not divide a word so that a syllable of only one letter is put on the next line.

Divide the following words into syllables indicating the number of the rule above used.

progress	geography	twelfth	unanimous
progressed	history	syllable	parallel
obliging	expensive	insurance	- specific
invitation	eleventh	remittance	medieval
liquid	recognition	consonant	principle

SYNONYMS, HOMONYMS, ANTONYMS

EXERCISE 17

Write down a synonym for each of the following: duty, glory, surprise, admit, hard, answer, permit, error, lazy, begin, join, interesting, poor, say, walk.

EXERCISE 18 (ORAL)

Suggest an antonym for each of the following: export, minor, positive, friend, introduction, familiar, natural, extravagant, advance, loose, busy, abstract, fixed, dull.

EXERCISE 19 (ORAL)

Use the following pairs of homonyms, underlined, in sentences. Try to include some of the synonyms, and antonyms of the above lists.

	de contre on the	9 9	,		
allowed	aloud	choir	quire	coarse	course
aught	ought	die	dye	loan	lone
capital	capitol	currant	current	miner	minor
cereal	serial	council	counsel	plane	plain

VOCABULARY

EXERCISE 20

Strengthen your vocabulary by knowing the exact meaning of these words. When familiar with their meanings, construct sentences in

each of which there are two blanks ready to receive the two words. Write the two words in the margin opposite the sentence, change books, and fill the blanks in your classmate's sentences. Change back and correct your own book.

crazy	eccentric	free	liberal	hut	hovel
Mittle	petty	∠ labour	work	historic	historical
wit	wisdom	∀ wit	humour	valueless	invaluable
homely	ugly	house	home	✓ human	humane
Ladmit	confess	ally	accomplice	✓ admission	admittance
noted	notorious	pay	wages	honest	honorable

EXERCISE 21

- a. Expand your vocabulary by calling on your imagination to supply alternate words, as:
 walk amble, stroll, saunter, trudge, march, waddle, strut, plod.
- b. Write down a list of adjectives which one might use with the noun air.
- c. Write down a list of adjectives which one might use with the noun character.
- d. Write down a list of adverbs which one might use with the verb sang.

OVERWORKED-WORDS



terrible	wonderful	then
terribly	lovely	next
grand	pretty	cute
great	nice	thing
gorgeous	real	very
	terribly grand great	terribly lovely grand pretty great nice

Notice these three sentences.

- 1. The thing will not work.

 Thing should be replaced by a specific word—a word which definitely names the object spoken about.
- 2. She wore a wonderful new dress.

 A wonderful thing is one which inspires wonder. It is not likely that the dress was so unusual as to cause anyone to stand in wonder before it.
- 3. We met him at the station, then we went to his house. Never try to use "then" after a comma. If there are two main ideas closely allied in thought, join them with a co-ordinate conjunction, or use a semicolon to separate the two ideas.

EXERCISE 22

Consult your dictionary and then use each of the above 20 overworked words in a sentence.

THE PRECISE USE OF WORDS

EXERCISE 23

The dictionary is your sure friend. Taking nothing for granted in this exercise; look up the meaning of each word. Underlining it, use each word in a sentence to show definitely that you understand its meaning. Also, try orally using the two words in one sentence.

decide	determine	power	ability
fear	terror	assent	ascent
adverse	averse	famous	notorious
allusion	illusion /	difficulty	hardship
accept	except	possible	probable
compare	contrast	distinct	distinctive
pleasure	delight	knowledge	wisdom
occupation	trade	statute	statue
invention	discovery	latter	later
home	house	plain	clear

OUR LANGUAGE

Student's Guide to Self-Criticism

lim	s	
C	ONTENT	Values
1.	Did I do exactly what I was asked to do?	10
	Did I put forth my best effort?	10
	Is it worth reading?	10
	Have I captured the reader's interest?	10
	Have I given due attention to neatness, spelling,	
	punctuation?	10
S	TYLE	
1.	Is my meaning clear?	10
	Have I been brief and to the point?	10
	Do my words carry meaning and character?	10
	Do my sentences and paragraphs show variety	
	and interest?	10
5.	Do my sentences flow smoothly and pleasantly?	10
	, , , , , , , , , , , , , , , , , , , ,	
		100

Can I now, without any mental reservations, sign my name?



Ready For The Chicken Dance

INDIAN STORIES TO READ AND WRITE ABOUT

The Hidden Valley					LAURA BENET
Nipsya					GEORGES BUGNET
Last of the Mohicans					J. F. COOPER
Drums in the Forest					
Indian Boyhood .					
The Covered Waggor					
Tangled Waters .					
The Judas Tree .					

UNIT 3

Sentence Structure

Developing a Sentence Sense

Read aloud the following pairs of sentences. Observe first that each is a sentence. Observe secondly that the second sentence in each pair requires us to visualize fully what the words say. If we are to grasp the true meaning of the second sentences, we must see in imagination the person, the thing, or the place the writer is talking about. As well, we must see what the writer has to say about this person, thing, or place. Our eye, our ear, our mind must be alert.

Once again, we notice that the first ones are just sentences; the second ones are vivid, interesting sentences.

At Camp— In Algonquin Park



- 1. (a) Two men on horseback rode across the drawbridge.
 - (b) Two squires on horseback galloped across the draw-bridge.
- 2. (a) The old man was very quiet as he waited for the gate to open.
 - (b) The old soldier sat very quiet as he waited for the palace gate to open.
- 3. (a) A big, brown bird, on the other side of the pond, flew away quickly.
 - (b) A big, brown partridge, on the far side of the skating pond, flew away with the speed of a pigeon.
- 4. (a) A huge, ugly-looking man, in greasy clothes, walked up the plank.
 - (b) A burly, grizzly-looking man, in greasy overalls, waddled up the plank.
- 5. (a) A noise came from the bushes on the man's left.
 - (b) A low, soft, whistle piped from the bushes on the robber's left.
- 6. (a) Suddenly, the doors of the room were opened.
 - (b) Suddenly the great doors of the throne room were flung open.
- 7. (a) John found himself in a large, beautifully decorated room.
 - (b) John found himself in a large, square room gorgeously decorated with pictures, bunting, and flags.
- 8. (a) There were clouds in the sky.
 - (b) Fleecy clouds drifted across the sky.

EXERCISE 1 (ORAL)

By the addition of vivid, meaningful words or phrases, make each of these sentences a sentence which contains more life and interest.

- 1. The boy walked along the road.
- 2. Near my garden wall a tree grows.
- 3. When the feast was at its best, the man leaned against the pillar
- 4. It was a double-play and he was out at second base.
- 5. A tiny girl, with a funny head, came round the corner.6. Early in the morning I woke up because I heard a noise.
- 7. Lock the door early.
- 8. Suddenly, a tramp stood at the cottage door.
- 9. The little house was alone in the valley.
- 10. He could see two windows.

Sentence Lengthening

Study of the following sentences will reveal various methods of building up or lengthening a sentence.

GROUP I. By the addition of a word.

- 1. The man walks.
- 2. The old man walks.
- 3. The old man walks slowly.
- 4. The little, old man walks slowly.
- 5. The little, old man walks very slowly.
- N.B. In short sentences like numbers 4 and 5, we may omit the comma after "little."

GROUP II. By the addition of a phrase.

- 1. The man walks.
- 2. The man in the garden walks.
- 3. The man in the garden walks near the tree.
- 4. The man in the garden behind the house walks near the tree.
- 5. The man in the garden behind the house walks near the tree beside the fence.

GROUP III. By the addition of a subordinate clause.

You will remember that we sometimes use a subordinate clause to replace a single word. Sometimes we prefer to use the word; at other times we prefer to use the clause.

1. The man walks.

- 2. The man, who is old, walks.
- 3. The man, who is old, walks as if he were tired.
- 4. The man, who is old and small, walks as if he were tired.

GROUP IV. By the addition of a principal clause or clauses.

- 1. The man walks.
- 2. The man walks and the boy rides his pony.

or

3. The man walks; the boy rides his pony; his sister uses her motor-car.

GROUP V. By the addition of words, phrases, and clauses.

- 1. The man walks.
- 2. The old man walks in the garden while we sleep.
- 3. The little, old man walks in the garden beneath the tree, and the boy rides the pony which is his best pet.

Sentence Analysis

EXERCISE 2

Do the detailed analysis of the following and in each case indicate the exact kind of sentence.

Example: Over an open fire, the travellers cooked their supper early in the evening.

BARE SUBJ. - travellers

Mod. Bare Subj. — the

BARE PRED. - cooked

Mod. Bare Pred. - Over an open fire, early in the evening

BARE OBJ. - supper

Mod. Bare Obj. - their

KIND - Simple Assertive

- 1. The puncture of the tire caused a second delay.
- 2. Shall I announce it plainly when you arrive?
- An old pedler, who called regularly at our house, sold trinkets of all kinds.
- 4. Heaven from all creatures hides the book of fate.
- As soon as you can prove ownership, the bale of goods will be released to your address.

6. My heart leaps up when I behold A rainbow in the sky.

7. On Thursday morning, several weeks later, John, the chief scout, received his proper recognition.

8. The evil that men do lives after them and too often the works of

good men are forgotten.

-9. At what hour of the night did the accident occur?

10. Waken lords and ladies gay!
On the mountain dawns the day.

11. By writing in pencil, Harold improved his penmanship.

12. No one will be admitted without a ticket and no passes will be accepted.

13. When did you notice the advance in price?

14. Ragged and hungry, the seaman made his way through the narrow streets near the wharf and called at our house.

15. The people driving by in automobiles saw the full procession passing along the main street.

Punctuation

"That punctuation is important, all agree; but how few comprehend the extent of its importance. The writer who neglects punctuation, or mispunctuates, is liable to be misunderstood; this, according to the popular idea, is the sum of the evils arising from heedlessness or carelessness. It does not seem to be known that, even where the sense is perfectly clear, a sentence may be deprived of half its force, its spirit, its point, by improper punctuation."

EDGAR ALLAN POE.

That is the verdict of one of the very best of short story writers. Certain of his writings have never been surpassed. Many factors aided in the successful building of his stories and not least among these factors was punctuation.

The Comma

A few years ago, in one state in the United States, it was illegal to sleep in a hotel. Read this law passed by the state

legislature. Rewrite the law, punctuating it to give it the sense which it should have.

"No hotel, restaurant, dining room, or kitchen shall be used as a sleeping or dressing room by an employee or other person."



Uses of The Comma

- N.B. Some of these you have studied previously. They are repeated for review.
- 1. To mark off a parenthetical word, phrase, or clause.
 - 1. The man, however, was not to blame.
 - 2. The lady, on the other hand, was in a difficult position.
 - 3. The girl, who spoke to you, is our secretary.
- N.B. In the last sentence, who spoke to you is called a non-essential or non-restrictive clause because it merely adds a piece of information to the sentence. It does not, however, change the meaning of the main statement.

Here are some further examples of the non-restrictive clause:

- 1. The girl, who called early to-day, was quite young.
- 2. The Scotia, which is a palatial ship, arrived in the harbour.
- 3. The old house, which was built in 1846, was demolished to-day.

However, we should notice the punctuation of sentences which contain essential or restrictive clauses.

- 1. Boys who are honest are certain of promotion.
- 2. Flowers which require sunlight are found in this garden.
- 3. The man who spoke first was an engineer.
- 2. To separate words, phrases, or clauses in a series.
 - 1. I ate bread, cake, cookies, and pie.
 - 2. The lad ran through the field, up the steps, down the path, and into the barn.
 - 3. When the day dawned, when the sun rose, when the mists cleared, then we realized that our great opportunity had come

- 3. Between the independent clauses of a compound sentence.
 - 1. I called for him, but there was no answer.
 - 2. There is time to plan for it, and the opportunity is a good one.
- 4. After an introductory word, phrase, or subordinate clause.
 - 1. Moreover, it was a glorious morning.
 - 2. On the other hand, no one could defeat him.
 - 3. As you come in from the garden, please close the gate.
- N.B. In short sentences, we sometimes omit the comma.
 - 1. As I came he went.
 - 2. While he reads he thinks.
 - 3. If you come I shall leave.
- 5. To set off a word or group of words used in apposition to another word.
 - 1. Mr. Brown, the president, occupied the chair.
 - In a beautiful valley, "The Valley of the Ten Peaks," we camped all summer.
 - 3. On my way to the concert, I met Leo, the clown, on his way home.
- 6. To mark off a quotation.
 - 1. "That will never do," shouted the officer.
 - 2. "Come," said the man, "we shall find it."
 - 3. He replied at once, "No one can expect favours."
- 7. To set off the name of a person addressed.
 - 1. George, please bring my camera with you.
 - 2. As you try it, Lucy, you may invent a new plan.

Insert commas where necessary.

- 1. James who was a tall boy could not enter the competition.
- 2. The old dog at the store door is the children's friend.
- A rabbit bounded over the fence through the hedge and across the field.
- One day as he came near our house John found a mysterious package in the street.
- 5. When you find the boy ask him if he can skate ski or toboggan.
- Scott the Antarctic explorer whose courage no one has doubted was a twentieth century hero.
- 7. Accordingly we went off to meet the woman if such could be found who had beckened to us.



On Guard, At Whitehall, London

- 8. The ruined abbey standing aloof by the river indicated war's desolation.
- 9. Then as he could go no farther the faithful horse dropped.
- 10. We bade him welcome and we even prepared a special party for him.
- 11. My old pet cat Fuzzy which never left home is missing.

- 12. Without doubt it was a shame but what could we do?
- 13. The losses in the Great War reckoned by experts were colossal.
- 14. The old lady beside the stove who had beckoned to me and warned me now came towards me.

Lengthen each of the following sentences (a) by adding a word (b) by adding a word and a phrase (c) by adding a word, a phrase, a clause, (d) by adding a principal and a subordinate clause. Be on guard to insert the proper punctuation.

- 1. The bird sings.
- 2. The bugle calls.
- 3. The thunder rolls.
- 4. Patients welcome new visitors.
- 5. Dogs bite.

Shortening Sentences

Forethought will enable us to combine two sentences, or sometimes to shorten a sentence. If we do this, we shall very probably be speaking much more correctly.

1. The book contains ten pages of puzzles. The puzzles were arranged by a fourteen year old boy.

The book contains ten pages of puzzles arranged by a fourteen year old boy.

EXERCISE 5 (ORAL)

By careful thought you can reduce each of the following to a simple sentence.

- 1. One morning at camp we decided to prepare for a hike. The hike was to be a three-day one.
- 2. It was about noon and we ate lunch.
- 3. Last evening I saw a meteor and it was very bright.
- 4. I am a pupil in Grade Nine of the Earl Kitchener Collegiate and the pupils in my class are editing a school paper.
- 5. When you are in danger, do not hesitate but call me at once.
- People have not got an abundance of leisure time in these busy days.
- 7. It is probable that the offer which he made will not be accepted.

- 8. The coroner's jury is obliged to decide whether the accused is guilty or not guilty and give its decision.
- It was about 9.30 p.m. on a summer evening and my friend and I were alone in the house.
- 10. I feel that this is a personal tribute.
- 11. There is no doubt that he took it.
- 12. I telephoned him that he was needed.
- 13. Have you heard how the game resulted?
- 14. It is not likely that such a disaster will happen.
- 15. He explained how the accident happened.
- 16. The age in which we live is a strenuous one.
- 17. It is evident that the driver was to blame.
- 18. When he learned of my arrival he came at once.
- 19. She promised that she would buy my ticket.
- 20. The judge was a guest at our house while the trial was going on.

"A tie score and two minutes to play!" Using the previous sentence as a topic sentence, develop a paragraph to end with: "The whole student body snake-danced down the street celebrating a great game and a great victory."

McGill vs. Queen's





Verbosity

EXERCISE 7

We are said to be 'verbose' if we use too many words to express an idea. In the midst of the verbosity in the following sentences may be found some crudities of expression which anyone would wish to avoid. Rewrite the sentences in good form.

Wrong - We received your letter of the 8th instant and wish to thank your firm for it very heartily.

Right - We thank you for your letter of the 8th instant.

- 1. The reason why this product is so expensive is because the raw material is very scarce.
- 2. The silver moon was streaming down upon us from above.
- The reason for his absence was on account of a poorly worded message.
- 4. The business had been highly profitable because of the loyalty and the industry of all the employees associated with the firm.
- 5. Crabs abound in great numbers round about the trunk of the old tree.
- 6. All who were at the meeting agreed to co-operate together to find the treasure.
- 7. I have been informed that she is herself writing her autobiography.
- 8. As well as being late for the party, he had also forgotten to bring a present.

9. We were late in arriving at the game, thus causing us to be forced to take cheap seats.

10. A sound business course equips a boy to go out in the world and thereby make a good living for himself.

Wordy

Gentlemen:

We received your letter of the 8th instant and wish to thank you for it very much. We note what you say in it about the good workmanship in your #A03 Typewriter Desk, and we like the style of it very much, but we would like it better if it was finished in mahogany. This finish would be more suitable for us because it would match the rest of the furnishings in the office where we intend to use it. If you have a desk like your #A03 Desk finished in mahogany or if you can have it finished in mahogany, we would be glad to have you send us one.

And oblige,

Yours truly,

111 words

Reduced

Gentlemen:

We thank you for your letter of the 8th instant, telling us of the good workmanship in your #A03 Typewriter Desk. If you have the desk finished in mahogany, send us one.

Yours truly,

31 words

EXERCISE 8

Reduce the following in the same way:

(a)

Gentlemen:

We wish to advise you that your order No. 4315 has been filled out with the exception of one gross Ruby Erasers No. 116. We have investigated into the matter and find that the factory is very busy and will not be able to get the goods out before the first part of next week, about Tuesday. We trust that you will get the erasers in time for your use and that the delay will not inconvenience you.

Yours truly,

(b)

Gentlemen:

We received your letter of the 5th instant and note what you say in regard to our order for Braid Ornament No. 47. We are sorry that you are out of these ornaments and cannot supply us with them, but as it is impossible for us to wait until October for them, as you say in your letter, we shall have to buy them some other place. We regret that this is so, as you have always had our trade, but you will receive other orders from us.

Yours truly,

Combining Sentences

We should seek variety in the length and in the structure of all sentences we write. It is very monotonous to read a paragraph composed almost entirely of simple sentences. In seeking to avoid this error, we may achieve not only variety but force and beauty of expression. Study this example of combining.

John was in great danger. He managed to retain his presence of mind.

- 1. John, who was in great danger, managed to retain his presence of mind.
- 2. In great danger, John managed to retain his presence of mind.
- 3. Although John was in great danger, he managed to retain his presence of mind.
- 4. In spite of great danger, John managed to retain his presence of mind.

EXERCISE 9

Combine the sentences in each of the following groups into a single well-knit sentence.

- 1. The fat little gentleman spun himself round. He spun himself round with speed in the opposite direction.
- 2. The lamp flickered. The fire sputtered. The wind whirled round the house.

- 3. The explorers found him. He was lying under a shrub. He was utterly exhausted.
- 4. Babe Ruth is a noted baseball player. In one short season he batted thirty-two home runs. This he did between May 10 and Sept. 15. He thereby established a record.
- 5. The scientist made remarkable discoveries in his laboratory. He worked away quietly. He did not seek publicity. His findings are for the benefit of all.
- 6. The boat shipped water about four o'clock. It caused a great commotion. The boat was near the wharf. The commotion lasted fully ten minutes.
- We stayed in the village for two reasons. We thought the city temperature might be unpleasantly warm. We had need to economize.
- 8. The next day we attended the Toronto Exhibition. It was a clear cool day. The price of admission was twenty-five cents.
- Soon the storm broke. We had seen it coming. It was a fierce storm.
- 10. At the age of six I was lost. I wandered away. It was five hours later that I was discovered.

The Semicolon

- 1. If there is no conjunction between the principal clauses of a compound sentence, use a semicolon.
 - a. He was a strong leader; it was evident from the messages of congratulation.
 - b. The World's Fair was held in London; it drew vast throngs of people.
- 2. If a connecting word such as hence, therefore, moreover, also, consequently is used to connect the two clauses of a compound sentence, the semicolon is used before the connecting word and a comma is used after the connecting word.
 - a. He lost his bicycle; therefore, he was obliged to walk.
 - b. The loss was a staggering one; moreover, the firm carried no insurance.
- N.B. In the examples given under (1) and (2) above, the semicolon may be considered a weak period.

- 3. To separate co-ordinate parts of a sentence when they have commas within themselves:
 - a. When I arrived in Bombay, I saw parades, circuses, and jamborees; and it was easy to write letters, articles, even books, after such sights.

b. As soon as we arrived home, we met our uncle; but what news do you suppose he had for us, for my niece, and for our

neighbours?

- 4. Before such expressions as namely, for example, and for instance, use a semicolon.
 - a. Two men reached the source of the river; namely, Cook and Robinson.
 - b. She has tried every conceivable plan; for instance, she even called on the Mayor.

EXERCISE 10

Insert necessary commas and semicolons.

- 1. Wood and coal are our common fuels they are becoming expensive.
- 2. The rain poured down upon the field nevertheless the game went on.
- 3. By morning we had travelled 12 miles and by sundown we were utterly fatigued.

4. Without the house looked old yet it was younger than I.

5. A boy not a man is needed for that job but where shall we find the boy?

6. His high principles were being challenged he felt it very keenly.

7. If you had seen such a sight as I saw morning noon and night you would never credit the story moreover you would lodge a protest.

8. The brakes having been relined we set off but what grief was ours!

9. Knowledge comes but wisdom lingers.

10. When I met the person I instinctively drew back you would have done likewise.

Y Subordination

We sometimes give undue prominence to a statement and in so doing give it the rank of an independent clause when the thought of the whole sentence demands that this clause should have been a subordinate clause.

I went to the door and he left.

In this sentence, it is likely that he left when I went to the door. Therefore the sentence should read — When I went to the door, he left.

EXERCISE 11

Decide upon the principal and subordinate statements and write the following sentences in proper form. In your new sentences, underline all subordinate conjunctions.

- 1. My mother's brother lived in Quebec and was buried yesterday.
- 2. Laurier was one of our great Prime Ministers and he attended Victoria's jubilee.
- On the farm where John worked, there is a trout stream and one morning in June the stream dried up.
- 4. The man was old and bent and he asked me for guidance to a certain street.
- 5. James ran home to his father, and he was sadly missed by the lads with whom he played.
- 6. The pony was a broncho and he had his own ideas of directions.
- 7. A new boy joined the team and he was a good wrestler and was named "Stuffy."
- 8. Many boys play on his team and they prefer to drill for short periods.
- 9. The boy was an urchin and he was the terror of the whole community.

OTHER METHODS OF SUBORDINATION:

- 1. The Nominative in Apposition Method.
 - a. The boy was an urchin and he was the terror of the whole community.
 - The boy, an urchin, was the terror of the whole community.
 - b. See also sentence 2 in the exercise above.
- 2. The Adverbial Clause Method.
 - a. Our boat was shipping water and we had to work all night. Since (as, because) our boat was shipping water, we had to work all night.
 - b. We were on the highway and the storm broke. When we were on the highway, the storm broke.
- 3. The Adjective Clause Method.
 - a. My cousin's chum called on us and he was a most interesting man.

- b. My cousin's chum, who called on us, was a most interesting man.
- 4. The Infinitive Method.
 - a. I went down town and bought a hat.

I went down town to buy a hat.

- b. I want him to try and do it.
 I want him to try to do it.
- 5. The Participial Method.
 - a. The bushman threw down his axe and went on strike. Throwing down his axe, the bushman went on strike.
 - b. The man told me his story and left at once. Having told me his story, the man left at once.
- N.B. At present, you do not understand the full meaning of the terms "Infinitive" and "Participial." It will be sufficient if you understand how the methods are used.

EXERCISE 12

Re-write the following sentences, subordinating the ideas which you think should be subordinated. Your new sentence should be brief and clear.

1. Our school is situated on a busy highway near the city and it has one acre in its playground.

2. The night was foggy and we drove slowly.

- 3. The tulips are a rich red in colour and they are our first garden flowers.
- 4. Foxes are very clever, and they often wade in shallow streams and destroy the scent.
- 5. They prepare their lunches at the river, thus they get training in camp cooking.
- 6. The half dozen employees were badly frightened and got out quickly.

7. The thief broke the window and stole the watches.

8. The house had stood empty for ten years, the former owners had moved away.

9. She came to our house and made a call.

10. The gale was blowing sharply so I had to seek shelter.

Noun Clauses

We have previously seen that an adjective clause is a group of words which has the value of a single adjective in



Precision
Work—
Trans-Canada
Air Lines

a sentence. Similarly, an adverb clause is a group of words which has the value of a single adverb in a sentence. Thus: Select the dress *which you like best*. = favourite (adjective clause) Because he ignored the rules, he was dismissed. = why (adverb clause)

Next examine these sentences:

1. I hear that the ship is docked. = news

2. They know what they should do. = (their) duty

3. The man expected that his foreman would promote him. = promotion

4. Tell us where you went. = the place

5. The captain reported that the whole affair was a disgrace. = a disgrace.

It is clear that the clauses in italics in the above five sentences could be removed and replaced by the nouns indicated. Such clauses are *noun* clauses. Each of the replacing nouns, and therefore, each of the noun clauses, is used as the object of the main verb in its sentence. It is well to remember that a noun clause may serve other purposes.

The fact is that his men are above suspicion.
 Here it serves as a subjective completion.

2. What you are doing was no concern of mine. Here it serves as subject of a verb.

- 3. I have no faith in what he says.
 - Here it is object of the preposition "in."
- N.B. To give the relation of a noun clause in any of the above examples, we merely bear in mind what we should say if we were giving the relation of a noun. "It is subject of -, It is object of ---," etc.

Write out the noun clauses found in the following sentences. Give the relation of each clause.

- 1. I remember what happened.
- 2. We found that it was an old treasure.
- 3. I could not think of what he said.
- 4. That he said so is quite true.
- 5. When that happened we all knew that our cause was won.
- 6. The ship rolled and pitched in what we believed was the worst storm of the season.
- 7. The common belief was that he had followed the wrong course.
- 8. You must do what you are told.
- 9. Speak out that we may hear what you have to say.
- 10. The information was what everyone was eager to hear.

EXERCISE 14

A noun clause may be used as "object of a verb," as "subject of a verb," as "a subjective completion," as "object of a preposition."

Bracketing them, use the following noun clauses in sentences to illustrate as many as possible of the four above-mentioned values of the noun clause.

that he was wrong what will happen where he was found why she was late

that the winter is short what the answer was where the truth lies why it never arrived.

EXERCISE 15

Divide a page of your note-book into three parts and name each part as in the example below. Analyze the sentences below.

The boy reported that the ship had sunk.

How Used CONNECTING WORD NOUN CLAUSE that the ship had sunk object of the verb reported that 1. The lad is what might be called a pest.

2. The leaf tells us what kind of plant it is.

3. Who I am my parents know.

- 4. What I plan to do, I shall soon know.
- 5. This accident was what we fully expected.6. What seemed frigid to me was warm to him.
- 7. When the aeroplane will arrive is uncertain.

8. Who said, "All is vanity?"

9. What really happened no one knew.

10. My hope is that I shall succeed.

A Clause Within a Clause

You have already seen sentences wherein the thought of the principal clause is interrupted by the insertion of a subordinate clause, as:

- a. The flag, which flew aloft in the breeze, was the ship's ensign.
- b. In the early morning, while I was still asleep, a visitor crept into camp.

It is also possible to find a subordinate clause within a subordinate clause, as:

a. He insisted that we should gather our friends, who were nearby, to support us in our plea.

b. The lady promised, when she had seen the misfortune which came upon all of us, to seek a solution within 24 hours.

c. I believe that she had the foresight, which is so often lacking and is so often disdained, to press straight forward to her goal.

N.B. The last "which" clause is a compound subordinate clause.

Selecting Subordinate Clauses

EXERCISE 16

You are now prepared to recognize all kinds of clauses. Select the subordinate clauses in the following sentences and give their kind and relation.

Example: When he tried to do his work, he often found that great obstacles lay in his path.

SENTENCE STRUCTURE

75

1. When he tried to do his work — Subord, adv. cl. mod. found.
2. that great obstacles lay in his path — Subord, noun cl. obj. of

found.

1. I feel certain that he will come.

2. I feel certain that the man will arrive before you are prepared to see him.

3. As he floated down the stream, which was beset with rapids, he spent his time studying a map which informed him that there was a long voyage ahead.

4. He that is absolute can do what he likes.

5. John cheered when he heard that his services were no longer required.

6. As I thus lay, between hope and despair, a new idea slowly took form in my brain.

7. When his friends asked what he knew about it, he replied promptly.

8. Air expands as it rises; the vapour is chilled and becomes visible to all who take care to watch closely.

They, while their companions slept, were toiling upwards in the night.

MODEL FOR CLAUSAL ANALYSIS

The train crept into the station as I drove up to the platform. I knew that I had left myself little time and that I should probably be late. When I went forward to buy a ticket, I was informed that there was an excursion rate available to my destination. This was all very fine, but the same thing caused me to miss my train. It took the agent such a long time to make out the ticket. Before I fully realized my predicament, the train, which crept into the station, was slowly creeping out again. And I was just grasping for my ticket when it was too late. Sentence I—Complex Assertive

1. The train crept into the station - Princ. cl.

2. as I drove up to the platform - Subord. adv. cl. mod. crept. Sentence II - Complex Assertive

1. I knew - Prin. cl.

2. that I had left myself little time - Subord. noun cl. obj. of knew.

3. that I should probably be late — Subord. noun cl. obj. of knew. N.B. Deal similarly with the remaining sentences.

PARAGRAPHS FOR CLAUSAL ANALYSIS

EXERCISE 17

(a) Under separate cover you will receive a copy of our latest general catalogue. It is published especially for owners of general stores. We

are sending you the general catalogue, because we do not know whether you are interested in any particular department. If you specialize in any one class of goods, we shall be pleased to send you our departmental catalogue in which you will find mentioned your every need. On the enclosed, please check to indicate your wishes which will receive our prompt attention before we turn our business over to its new managers. The men who have purchased our business are gentlemen of the finest character, and we bespeak for them the same generous share of your business which you were always good enough to place with us.

(b) The men, who were to the number of sixty, all fully equipped and well fed, came to the side door of the factory which was but recently an old barn. They were mounted men but now they dismounted, unbridled their steeds, tied them to trees and gave them fodder for the noon meal. Each man took off his saddle and one man, whom we took to be the leader, came forward to our house which stood directly in front of him. Who would speak first and what would he say?

(c) I could now see that he was a white man like myself, and that his features were even pleasing. His skin, wherever it was exposed, was burnt by the sun; even his lips were black; and his fair eyes looked quite startling in so dark a face. Of all the beggar-men that I had seen or fancied, he was the chief for raggedness. He was clothed with tatters of old ship's canvas and old sea cloth; and this extraordinary patchwork was all held together by a system of the most various and incongruous fastenings, brass buttons, bits of stick, and loops of tarry gaskin. About his waist, he wore an old brass-buckled leather belt, which was the one thing solid in his whole accoutrement.

(d) Another night, just when the Councillor was making his rounds of the camp, he overheard some of the young lads murmuring against the discomforts which they had suffered that day. The Councillor's plan was a novel one. He determined that he would summon all those who had served under him and had given signs of dissatisfaction, to meet him promptly at noon the next day. He would then admit each lad in turn and request a written complaint from him. If this were not immediately forthcoming, he would arbitrarily dismiss the lad from his presence and his favour. If a lad's complaint showed need for action, all those who complained could be assured of immediate remedies being prescribed.

(e) I wonder what kind of flowers will grow on the hill-side which faces directly southward. If we plant the seeds, which are the best to be bought, in a hothouse in March, we shall have opportunity to

watch the growth of the plants for two months before we set the little plants in the garden. Indeed, I have been planning that we might experiment, when there is such good opportunity, in planting seeds earlier and setting the plants out earlier. It would be worth while trying once, and it should succeed if we take the precautions which any prudent gardener always takes.

EXERCISE 18 (ORAL STUDY)

Notice how smoothly the clauses flow together in these old Aesop Fables. At the same time notice the variety in sentence structure. What other merits can you find in these single paragraph stories?

(a) What the Bear Said

"As two friends were travelling through a wood, a bear rushed out upon them. One of the men, without a thought of his companion, climbed up into a tree, and hid among the branches. The other, knowing that alone he had no chance, threw himself on the ground, and pretended to be dead; for he had heard that bears will not touch a dead body. The creature came and sniffed him from head to foot, but, thinking him to be lifeless, went away without harming him. Then the man in the tree got down, and, hoping to pass his cowardice off with a joke, he said, 'I noticed that the bear had his mouth very close to your ear; what did he say to you?' 'Oh,' answered the other, 'he only told me never to keep company with those who in time of danger leave their friends in the lurch'."

(b) The Sick Lion

"There was once a Lion who had grown so feeble through old age that he could no longer trust to his strength and swiftness to procure food. He therefore decided to try stratagem. He went to his den and lay down pretending to be ill. The news of his illness soon spread, and the other beasts came one by one to visit him and say how sorry they were. By and by the Fox appeared, and standing at the mouth of the cave, enquired very kindly how the Lion was. The Lion replied that he was very ill and wanted cheering up, and begged the Fox to come in for a quiet chat. But the sly Fox begged to be excused, for though he had noticed many footprints going into the den, he had seen none coming out."

EXERCISE 19

Try reproducing one of the above stories in your own words with your book shut. Keep to one paragraph and give your best attention to the construction of good sentences.

"And"

"And" is a much overworked word. Too frequently we use "and" where it was never even intended. We often use it to escape speaking in short sentences. But examination of the following will show how incorrect it would be to use "and" in many instances.

Here are two statements. With what conjunction shall we join them? The answer depends upon the meaning we wish to convey.

> He was an interesting man. His temper was very even.

1. If we just wish to say two things about him, we shall say, He was an interesting man and his temper was very even.

2. If we wish to suggest that he was an interesting man because of his even temper, we shall say, He was an interesting man because his temper was very even.

3. If we wish to suggest the opposite to the above, we shall say, His temper was very even because he was an interesting man.

4. If we wish to suggest that his temper was a governing force in his life, we shall say, If his temper was very even, he was an interesting man.

Try linking the two original sentences with such words as while, since, as, for, when, after, if, though, before, until.

Here are some further examples wherein "and" is correctly used.

1. I met the boy and I liked him.

2. You and your father should go early.

3. That he was a rogue and that he had deceived us was all too evident.

4. I know that it will work and that you will like it.

EXERCISE 20 (ORAL)

The word "and" joins words, phrases, clauses of equal value. Tell exactly what "and" joins in each of the following examples.

1. John and James are apt pupils.

2. I met two alert boys, John and James.

3. He raised turkey and chickens.

4. Did you look in the shed and in the garage?

5. Over the fence and into the hay the urchin went.

- The city lies on the east coast and its fame has gone round the world.
- 7. A young bear, which climbed the tree and which was captured with difficulty, is now a family pet.
- 8. In that house and in that green box, you will find the jewelry which cost a fortune and which wrecked a career.
- 9. Few boys and girls appreciate how much care and worry is necessary and what genuine sacrifices are made in order to give young folk a strong and useful course of training.

 A report said the head-hunters and the cannibals would arrive before night-fall.



Faulty Structure

EXERCISE 21

The following sentences are faulty because writers have ignored the "and" rule. Discover the error and write the sentences in good form.

- I like to walk through the castle at midnight and listening to the dance of the ghosts.
- -2. It was a narrow hall-way and having but one window.
 - 3. The boat made slow progress for the waves were high and on account of the fog.
- 4. I like to watch the acrobats, always popular, and who perform such wonderful feats.
 - 5. He has no sympathy with men on strike and who may be starving.
- 6. My mother asked me to go to the store to buy some cocoa, rice and milk, and three pounds of sugar.

- One should always look before leaping and so saving the possibility of an accident.
- 8. I cannot explain why I like this book that you gave me and which deals with astronomy.
- 9. He gave orders to a youth who had come with him and in a tone of definite authority.
- 10. There was nothing in the sermon very notable, and which called for comment.

Improve each of the following by omitting ands, using periods, and seeking some sentence variety. Make all necessary punctuation.

- (a) The policeman called me to halt and asked me if I had crossed the bridge at an excessive speed and I said I didn't do such things, and after that he insisted that I should go and get my brakes tested and he ordered me to report to him within 24 hours.
- (b) One night last summer Uncle Harry was taken ill suddenly and about midnight cousin Fred sent for our folks and they did not want to leave me in the house alone and I told them to leave me because I would lock the door and go to bed.
- (c) The remainder of the day was unfortunate and when Elizabeth and Margaret came to our house to go skating it was biting cold and we knew that we were to have an exciting evening and to make matters worse we were likely to get nipped in the frosty air nevertheless we gathered up our skates and our heavy sweaters and mitts and tuques and went forth to brave the cold somehow we expected excitement and we got it for we had only begun skating when Elizabeth was the victim of a nasty accident and then another girl almost went into hysterics over Elizabeth's misfortune and still another girl managed to sprain her wrist and bump her head at the same time all too many met with serious or minor accidents and we decided to give up all attemps to skate that night and go home.

A Story in Every Picture

EXERCISE 23

- 1. For five minutes, let your imagination play upon this camp picture.
- 2. For five minutes, discuss in class the probable story which lies behind this picture.
- 3. Write a paragraph of 15 to 20 lines to give only the setting of the story which this picture suggests.





At Camp in the Kawartha Lakes, Ontario

- 4. Go back to the first of your paragraph; look at each sentence separately and see if you can make it more vivid and interesting. Could a sentence be lengthened? Should one be shortened? Could one be inverted? Should two or more be combined?
- 5. Check all punctuation and spelling.
- 6. Underline any word or phrase which you think needs special attention for pronunciation.
- 7. Read your paragraph aloud.
- 8. If your opening paragraph is voted a good one, you should now finish the story in class and at home.
- N.B. Please remember one thing. In order to produce a written story worthy to be read in class, you will have to plan, write, and revise carefully every sentence you compose.

Arrangement

To secure emphasis or to secure variety in sentence opening, the position of the chief elements in a sentence can be changed.

Example:

Our two neighbours entered presently in a panic of excitement. Presently, our two neighbours entered in a panic of excitement. In a panic of excitement, our two neighbours presently entered.

Arrange each of these sentences in as many ways as possible. Indicate which arrangement you think the best. Keep the sense of the original sentence in mind.

- 1. The ploughman homeward plods his weary way.
- 2. Over the hill, in silence he went his way.
- 3. John was suddenly taken ill one evening just before dark.
- 4. To every man upon this earth, death cometh soon or late.
- 5. With shield and blade, Horatius turned every blow aside.
- 6. I shall never agree to his election while I have a vote.
- 7. On his decision, on that fateful day, hung the fortunes of a nation.
- 8. He gained in this way, at each revolution of the wheel, new knowledge of the mechanism.
- At the conclusion of the meeting, about 10.30 p.m. news was flashed to the city.
- As usual, he had left his school-bag hanging behind the kitchen door.
- 11. Around the fire, one November night, the troop of Girl Guides reorganized for another year's activity.
- As graceful as a swallow the huge flying ship skimmed the lake waters.
- 13. Never more, on land or sea shall we hear of such deeds of valour.
- 14. He read at least one good magazine article regularly every morning before breakfast.
- 15. A small boy walking in the ravine found a bird with a broken wing, beside a log.
- N.B. For additional exercises in sentence arrangement see the first six exercises of UNIT 10.

Idioms

EXERCISE 25

(a) In this exercise do two things. First, use any ten of these idioms, underlined, in sentences which reveal that you understand the idiom. Secondly, profiting by all previous exercises in this unit, prove that you can write sentences of variety.

go with the stream the courage of his convictions took him in tow with backs to the wall at sixes and sevens

turn the laugh the acid test apple of his eye at one fell swoop rest on his oars full wide or the mark attends in his own light pour oil on troubled waters under the impression sails under false colours rack and ruin

- (b) Examine these idioms for a few minutes. Be prepared to ask a classmate to use in a sentence any idiom with which you are unfamiliar. Similarly, be prepared to illustrate with good sentences the use of the ones you do know.
 - 1. He has got into his stride.
 - 2. He calls a spade a spade.
 - 3. They read between the lines.
 - 4. Cut your coat according to your cloth.
 - 5. It has become a drug on the market.
 - 6. They were at daggers drawn.
 - 7. She picked holes in the argument.
 - 8. They snap their fingers at the rules.
 - 9. The house has fallen on evil days.
- 10. We fell foul of the law

STORIES OF ADVENTURE TO READ AND THINK ABOUT

Ice Patrol					
Snake Hunter's Holiday					R. L. DITMARS
Sons of the Hurricane .					J. J. FLAHERTY
Kim					
Fire Over England					A. E. W. MASON
The Scarlet Pimpernel .					BARONESS ORCZY
Autobiography of a Supe	er-Tra	mp			W. H. DAVIES
Sailing for Gold					

UNIT 4

The Verb

- The Heart of the Sentence

We have been looking at the structure of sentences; we must now turn our attention to certain kinds of single words or groups of words which carry the life-blood of the sentence. We have thoroughly examined the skeleton of the sentence; we now begin to examine the parts of speech which give the sentence life and interest. Of all the parts of speech which go to make up the sentence, the *verb* is by far the most powerful and the most interesting. Some engines are one horse-power engines and some are one hundred horse-power engines. Likewise, some verbs are simple, clear, and direct; *e.g.*, "I saw the man." But some verbs are brimful of interesting possibilities; *e.g.*, "He scorched me with his tongue."

Because of their central place in the study of any toreign language, because of their unlimited possibilities in oral or written expression, and because many of the mistakes made in oral and written language are made in the use of verbs, we are going to set aside one unit of this book to the study of the verb. In so doing, we emphasize to all students the importance of and the delight in becoming master of this part of speech which is the very heart of the sentence.

Power Houses and Dynamos

You already know that the verb is the strong word in every sentence. In no small degree, our ability to write and speak our language depends upon our verb vocabulary. You are now to be introduced to the "Go Family." Not all of the descendants of Mr. Go are present in this roll call but you will meet many brothers and sisters and cousins.

. GO

advance, amble, ascend, bolt, canter, creep, dance, dart, dash, depart, descend, file, float, fly, gallop, glide, hasten, hike, hobble, hop, hurry, hustle, jog, leap, limp, march, mince, move, pace, parade, pass, plod, proceed, race, ramble, retreat, ride, roam, roll, run, rush, sail, scamper, scramble, scud, scurry, shuffle, skim, skip, slide, slip, sneak, soar, speed, stagger, stalk, step, stride, stroll, swing, tiptoe, toddle, totter, tramp, trot, tumble, waddle, walk, wander, wiggle, zigzag.

EXERCISE 1

- a. Write down a list of the sprightly members of the "Go Family."
- b. Deal similarly with the slow ones.
- c. Deal similarly with the ones which denote infirmity.
- d. Deal similarly with the ones which indicate extreme youth.
- e. Deal similarly with the dignified ones.
- f. Make any other such lists you please and name them

SAID

The following words are alternatives for "said." admitted, agreed, asked, answered, chimed in, concluded, commented, continued, demanded, explained, insisted, interrupted, objected, remarked, repeated, replied.



Hip! Hip! Hip! Hurrah! Each verb in the following group gives some indication of how the idea was expressed.

bawled, bellowed, chuckled, croaked, cried, drawled, droned, ejaculated, exclaimed, groaned, growled, grunted, hissed, howled, lisped, moaned, murmured, muttered, roared, screamed, shouted, sighed, snapped, snarled, thundered, whined, whispered, yelled.

EXERCISE 2

In the margin of your exercise-book, write any seven of the above words. Compose sentences into which these seven words would fit but leave a blank in each sentence where one of these words is to be inserted. Exchange your book with a classmate and try to fill his blanks before he fills yours. Try the same exercise with another seven words and exchange your book with some other classmate.

EXERCISE 3

The following will be dictated to you to be used as verbs in sentences. You may use them in modified form, as: blubbered, is blubbering, has blubbered, etc. Underline the form you use and write sentences at the rate of three a minute. In that minute you should think out your sentence, write it, revise it, and underline your verb. Think smartly, write smartly, and prove once again that you are master of all kinds of sentences.

blubber, brawl, buzz, cackle, chatter, chirp, chuckle, cough, crash, gabble, giggle, groan, hiss, howl, jabber, puff, purr, roar, rumble, scream, shout, shriek, sigh, snore, snarl, snort, sputter, squeak, stamp, warble, wheeze, whisper, whistle, yell.

EXERCISE 4

Compose sentences containing at least two clauses, using any two of the following verbs, one in each clause of each sentence. If possible, express a contrast. You may use any form of the given verb. Give extra attention to expressing yourself forcibly.

giggle	jabber	roar	shriek	sputter	yell
groan	puff	rumble	snore	squeak	
hiss	purr	scream	whisper	snarl	
howl	sigh	shout	stamp	wheeze	whistle
bellow	cackle	drone	lisp	snap	whine
	chuckle	drawl	thunder	mutter	cry

EXERCISE 5

Following Exercise 1 you saw several words which could be used as alternates for said. Write down as many of those alternates as you can recall in two minutes. Next, choose one of the words below and use it in a sentence as a verb or as part of a verb phrase along with one of the other alternates for said.

Examples:

- "That whole affair will discredit me," muttered the wretched vagabond.
- "Disengage the coupling," snapped the foreman, "and let the machine slide to the bottom of the incline."

disable	discuss	disestablish
disadvantage	disdain	discharge
disallow	discolour	disclose
disappear	disembark	disengage
discontinue	discredit	discriminate
discourage	disappoint	disclaim

THE STORM

Soon the stars are hidden. A light breeze seems rather to tremble and hang poised than to blow. The rolling clouds, the dark wilderness, and the watery waste shine out every moment in the wide gleam of lightnings still hidden by the wood, and are wrapped again in everthickening darkness, over which thunders roll and jar and answer one another across the sky. Then, like the charge of ten thousand lancers, come the wind and the rain, their onset covered by all the artillery of heaven. The lightnings leap, hiss, and blaze; the thunders crack and roar; the rain lashes; the waters writhe; the wind smites and howls. For five, for ten, for twenty minutes - for an hour, for two hours the sky and the flood are never for an instant wholly dark, or the thunder for one moment silent: but while the universal roar sinks and swells, and the wide, vibrant illumination shows all things in ghostly half-concealment, fresh floods of lightning every moment rend the dim curtain and leap forth; the glare of day falls upon the swaying wood, the reeling, bowing, tossing willows, the seething waters, the whirling rain, and in the midst the small form of the distressed steamer, her revolving paddle-wheels toiling behind to lighten the strain upon her anchor chains; then all are dim ghosts again, while a peal, as if the

heavens were rent, rolls off around the sky, comes back in shocks and throbs, and sinks in a long roar that, before it can die, is swallowed up in the next flash and peal.

GEORGE W. CABLE, Bonaventure



On Lake Temagami, Ontario

EXERCISE 6

- (a) Head two columns "verbs" and "adjectives" respectively. Write down all the verbs and all the adjectives which you consider especially effective in the above paragraph. They must be decidedly above the average.
- (b) In full sentences, write down any other merits which you feel this paragraph possesses.
- (c) Make a critical analysis of the paragraph to determine:
- (1) the kinds of sentences (2) the average length of the sentences
- (3) the variety in the opening of the sentences.

EXERCISE 7

Choose one of the following as a first sentence and write a paragraph which mimics "The Storm." In a mimic paragraph, one should aim to copy (1) the number of sentences (2) the general form and kind of the sentences (3) the spirit of the paragraph. (Or write a direct contrast).

- 1. Soon the lighthouse was hidden.
- 2. Soon the street lights went out.
- 3. Soon the wind began to whistle.
- 4. Soon the dusk began to fall.
- 5. Soon the first rays of morning appeared.
- 6. Soon the last rose of summer fell.
- 7. Soon the bells began to peal.

HIS PEACE DISTURBED

The mouse crept into his little house and wept. As he looked around for the last time at the little house in which he had lived so long, he could not repress a sigh of sheer misery. He beheld the faded pink rug on his little floor, and then sorrowfully looked across to the opposite wall, at the large pictures of his great uncle and his aunt, all done in black and violet water-colours. With a sigh, he gazed at the pretty blue and yellow curtains on the other wall, the cheerful straw and leaf fire crackling and spluttering in the fire-place. As he stood there he dreamt of all the lovely mornings he had spent in his little look-out tower, on top of the wheat. He had gazed with dreamy eyes on the waving field of golden wheat and had talked to his friend of the dark depths, Mr. Mole. They often had cheerful talks about how much grain they could eat. Abruptly, his mind came back to the present. Far off in the distance he heard the clattering, banging, shuddering binder as it swept the rust-coloured grain into the awful contraption that tied it into sheaves. Gathering his things together, he took one last look at the nice straw thatch, the little shutters, and the little yellow door. He then dashed out into the forest of grain, and into the woods to try to find a new location for his house, where Man would not bother him.

GRADE IX PUPIL.

EXERCISE 8

Keeping in mind the fact that the verb can be the most expressive word in the sentence, write a descriptive paragraph on one of the following topics. Select a striking topic sentence; strive for a good concluding sentence; build up a unified pictorial paragraph; spend time on re-wording and re-arranging; seek sentence variety.

1. The Troop Leader 2. In a Driving Rain

3. The Indian Chief

4. The Thunder Roared

5. The Lightning Flashed

6, 100° In the Shade

7. In Glorious Sunshine

8. The Master Mechanic 9. Not a Bird Chirped

10. In Full Command

Complete and Incomplete Verbs

Complete.

1. She walked slowly.

2. The people stood on the hill.

3. Shrubs grow in his garden.

You have been in the habit of calling such verbs intransitive. Did you notice that each sentence can end at its verb? Because of that, such verbs are called complete verbs.

Incomplete.

- 1. The violinist broke the string.
- 2. The birds build their nests.
- 3. Heat melts ice.

You have been in the habit of calling such verbs transitive. We also call them incomplete verbs. Obviously, the sentences are incomplete without an additional word or words beyond the verb.

We have another kind of incomplete verb.

- 1. The sky grew dark.
- 2. The man seems ill.
- 3. The boy is a mechanic.
- 4. Elizabeth was a nurse.

Obviously, each verb is incomplete. Note the difference this time in the completion. The completing word also modifies the subject. The verb merely links or couples the completing word and the subject. Such verbs are linking or copula verbs. The completing part is known as the Subjective Completion. Remember that this completing part must be in the nominative case to agree with the subject. It is often referred to as a predicate nominative, or subjective complement. If the completing word is an adjective, we call it a *predicate adjective*.

Here are some of the commonest linking verbs:

He is my uncle. She became my enemy. The man went insane. The pool grew clear. It was very cold. John remained stolid. She appeared frightened. The gate stands ajar. You look cold. Louise seems vexed.

In which of the above cases do you find a predicate adjective?

EXERCISE 9

Classify the verbs in the following sentences as intransitive, transitive, or copula.

1. His proposal was a good one.

- 2. The horses stood in the corner of the field.
- 3. The ploughman homeward plods his way.

4. She turned pale and fell forward.

- 5. The lad worked puzzles and his brother pondered over his lessons.
- 6. Father became impatient and asked mother to assist him.

7. The sun rose and the son rose from his chair.

8. She parted the curtains and opened the window slowly.

9. I believe his stories but they seem impossible.

10. All went merry as a marriage bell.

Principal and Auxiliary Verbs

EXERCISE 10

Examples: An aeroplane glided overhead. (principal verb)

She has bought a new hat to-day. (has auxiliary; bought principal)

Classify all the verbs and verb phrases in the following sentences. Before attempting the exercise notice two things. First, in some sentences you will find auxiliary verbs which are to be considered along with their respective principal verbs when deciding the classification of each verb phrase. Secondly, the underlined words in the following sentences are adverbs and in no sense should they be considered as auxiliary verbs.

- 1. I shall never see him.
- 2. He is not going today.
- 3. They will soon know their fate.

- 1. I was afraid that he had missed the train.
- 2. What is your reason for not going?
- 3. It will cost her two dollars, if not more.
- 4. Write four sentences to prove that you can really write sentences of variety.
- 5. She spoke as if she intended me to go.
- 6. How could you ever imagine such nonsense?
- 7. That you may have no excuse, I shall read the instructions again.
- 8. Hugh! the noise is unnecessary.
- 9. The poetry of earth is never dead; When all the birds are faint with the hot sun And hide in cooling trees, a voice will run From hedge to hedge about the new-mown mead.
- 10. The stag at eve had drunk his fill Where danced the moon on Monan's rill; — But, when the sun his beacon red Had kindled on Benvoirlich's head, The deep-mouthed bloodhound's heavy bay Resounded up the rocky way.

By this stage in your study you should have mastered the following facts about verbs:

- 1. A verb is the most important word in a sentence. No sentence can exist without one.
- 2. A verb is a word which expresses action, being or state.
- 3. A verb phrase is two or more words which express action, being, or state.
- 4. A verb agrees with its subject.
- 5. A verb is either complete or incomplete.
- 6. A verb is either transitive, intransitive, or copula.
- 7. A verb is always in the present, past, or future tense.

Agreement of Verb and Subject

- 1. A verb agrees with its subject in number and person.
 - 1. There were two girls in our class.
 - 2. She doesn't seem to know me.
 - 3. He, not his uncle, was at our house.
 - 4. This is one of the tales which were told last night,

2. Do not be deceived by a modifier used after the subject.

1. All the advice of friends was forgotten.

- 2. The father, as well as the children, was welcomed.
- 3. Usually, compound subjects connected by "and" take plural verbs.

1. Lily and Lizzie are two little girls.

- 2. Science and Medicine were included in his estimates.
- N.B. If a compound subject names one person, thing, or idea, the verb is singular.
 - 1. The secretary and treasurer was Mr. Leaf.
 - 2. The president and manager is my uncle.
- 4. A verb having a compound subject connected by or or nor agrees with the nearer subject.

1. Either Tom or Jim is coming.

- 2. Neither his cane nor his shoes are paid for.
- 5. A word plural in form but singular in meaning takes a singular verb.

1. Three-quarters of an apple is less than five-sixths of an apple.

2. The crowd was gathering when I came.

7 6. Such words and phrases as each, every, either, neither, anyone, anybody, everyone, everybody, someone, somebody, no one, nobody, one, many a, and a person are singular.

1. Each was working for himself.

- 2. Every man is entitled to his opinion.
- 3. Many a person has been deceived by it.

4. Neither one is going to give in.

7. A collective noun takes a plural verb when the individuals in the group are being thought of separately.

1. My patrol group are now planning a hike.

2. The herd of cattle were eyeing me suspiciously.

EXERCISE 11 (ORAL)

Justify the number of the italicized verb in each of these sentences.

1. This is the laziest boy of all that were questioned.

2. Each boy walks a narrow plank.

3. Everybody was hoping for a good day.

4. A large number of us thought that the news was welcome.

- 5. Half the men are here.
- 6. Half the ice is covered with snow.

7. A hundred days have passed.

8. A hundred days is but a moment.

9. The tumult and the shouting dies.

10. The thunder, not the lightning, terrifies him.

11. Mathematics is my favourite subject.

12. One of his ears is frozen.

13. Ten years ago there were only three houses here.

14. Either Patsy or Tim is to be elected.

15. My committee are discussing all phases.

EXERCISE 12

Choose the correct verb. Prepare orally the reason for your choice.

James and I —— ready to leave. (was, were)
 Neither of us —— detective stories. (like, likes)

3. The audience —— asked to choose their captain. (was, were)

4. One of his fingers —— amputated. (was, were)

5. Every one of my chums —— to blame. (is, are)
6. Bread and butter —— his only food. (is, are)

7. Every tree and every flower —— a sight. (was, were)

8. Neither John nor Harry —— to be sent. (want, wants)

9. Both of my brothers —— been here. (has, have)
10. The majority of the voters —— not vote. (do, does)

11. The committee —— all experienced. (is, are)

- 12. Tennyson's choice of pictures —— a happy one. (was, were)
- 13. There —— been no jokes printed for two weeks. (has, have)

14. Civics —— taught in our school. (is, are)
15. No one —— to see it again. (hope, hopes)

16. The Pickwick Papers —— written by a great story-teller. (was, were)

17. Every boy and girl --- to the club. (belong, belongs)

18. A group of houses —— built near us. (was, were).

19. The United States —— a variety of advantages. (offer, offers)

20. Fifteen dollars --- too much. (seem, seems)

Principal Parts of Verbs

The principal parts of a verb are those forms by which we express, with the help of auxiliaries or by changes in the root of the verb, the various tense forms of the verb. We need these various tense forms to express the exact shade of meaning which the verb implies.

There are three principal parts:

PRESENT TENSE PAST TENSE PAST PARTICIPLE
I write letters. I wrote letters.
She goes willingly. She went willingly.
They come on time. They came on time.

PAST PARTICIPLE
I have written letters.
She has gone willingly.
They have come on time.

With the past tense we never use an auxiliary; with the past participle we always use an auxiliary.

Memorize the following principal parts.

PRESENT TENSE PAST TENSE arise arose arisen begin began begun bind bound bound bite bit bitten blow broke broken burst burst past participle.	
begin began begun bind bound bound bite bit bitten blow broke broken	
bind bound bound bitten bitwo blew blown broke broken	
bite bit bitten blow blew blown break broke broken	
blow blew blown broken broken	
broken broken	
bleak	
huret hiret	
burst	
-choose chose chosen	
-climb climbed climbed	
-come came come	
-creep crept crept	
dived dived	
do did done	
-draw drew drawn	
drink drank drunk	
eat eaten	
fly forecast flew flown	
forsake forsook forsaken	
freeze froze frozen	
hang (execute) hanged hanged	
hang (suspend) hung hung	
hide hid hidden, hid	
know known	
KIIOW	
ine (recinite)	
He (speak faisery)	
Tide	
set set set	

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
shake	shook	shaken
shine	shone	shone
sink	sank	sunk
sit	sat	sat
smite	smote	smitten
speak	spoke	spoken
sting wine	stung	stung
throw	threw	thrown
wear	wore	worn
weave	wove	woven
win	won	won

Some verbs are irregular in the formation of their past tense and perfect participle.

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
lend	lent	lent
keep	kept	kept
lose	lost	lost
dress	dressed, drest	dressed, drest 1
burn	burned, burnt	burned, burnt 2
bend	bended, bent	bended, bent 3
cost	cost	cost
hurt	hurt	hurt
feed	fed	fed
meet	met	met

1. The Oxford does not recognize drest.

2. The Oxford gives burn, burnt, burnt, sometimes burned.

3. The Oxford gives bend, bent, bent, the form bended used only as an adjective.

Some verbs are very irregular.

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
be	was	been
go	went	gone
go do	did	done

The Perfect Tenses

We usually think of time being divided into the past, the present, and the future. But these three tenses are not

sufficient to express all our thoughts. We often need to be much more exact. We frequently need the three perfect tenses to express an action completed at some time in the past, the present, or the future.

To indicate that one has just finished buying an apple, he cannot express the fact accurately by either of these statements:

> I buy an apple. (Present) I bought an apple. (Past)

He can express the fact if he says:

I have bought an apple. (Present Perfect)

He has expressed as accurately as he can that the action of buying was recently completed.



The present perfect tense is used if the action is completed in the very recent past (which is really the present time).

Examples:

- 1. He has gone.
- 2. We have talked.
- 3. They have spoken.

Gone, talked, and spoken are the past participles of the verbs go, talk, and speak. These, together with either has or have, as may be required, form the present perfect tense.

The past perfect tense is used if the action was completed before some specific past time.

Examples.

- 1. He had gone.
- 2. We had talked.
- 3. They had spoken.

The future perfect tense is used if the action will be completed before some specific point in future time.

.Examples:

- 1. He will have gone.
- 2. We shall have talked.
- 3. They will have spoken.

Will have or shall have along with the past participle of the verb forms the future perfect.

N.B. This is a good time to remember the uses of shall and will.

We use *shall* in the first person and *will* in the second and third to denote simple futurity. We use *will* in the first person and *shall* in the second and third to denote *emphasis* or *determination*.

EXERCISE 13

Complete the sentences as directed.

- 1. The director (past perfect of take) his seat.
- 2. You (future perfect of do) your part.
- 3. She (present perfect of sing) in a choir.
- 4. The balloon (past perfect of ascend) when we arrived.
- 5. Since Monday, my uncle (present perfect of speak) eight times.
- 6. They (future perfect of work) a month longer than we.
- 7. The engineer (past perfect of see) that the accident could not be prevented.
- 8. The messenger (present perfect of bring) good news.
- 9. The thief (future perfect of escape) by this time.
- 10. The lady (future perfect of finish) before we arrive.

EXERCISE 14

Refer back to the cartoon on page 97. Imagine a short story which will fit under the title, "Our Side Won." But this story is to be different from any previously written this year — it is to be a "whopper!" It must be highly imaginary, and quite improbable. It should be just sparkling with interesting verbs and attractive adjectives.

Voice

Voice is the form of a verb which shows whether the subject is the doer or the receiver of the action expressed by the verb.

A verb is said to be in the Active Voice when its subject represents the doer of the action expressed by the verb. Thus:

- 1. I shut the door.
 - 2. The man was shutting the gate.
- 3. Tom has scored a goal.
- 4. You have solved the puzzle.

A verb is said to be in the *Passive Voice* when the subject represents the receiver of the action expressed by the verb. Thus:

- 1. The door is shut.
- -2. The gate was shut by the man.
- 3. A goal has been scored by Tom.
 - 4. The puzzle has been solved by you.

EXERCISE 15

Select all the verbs and verb phrases and classify them as to kind and voice.

- 1. He drove me to a castle where I dined.
- 2. I invited the men who had invited me.
 - 3. Not a trumpet was blown that morning. by the trans-
- 4. You have heard of Mt. Everest; it has not been climbed.
 - 5. Sometimes a verb is used in the active voice.
 - 6. In the morning, we reached our destination and were shown to our inn.
 - 7. The fog horn, which is sounded every morning, tells of lurking danger.
 - 8. Since we had been misinformed, we were obliged to cancel our trip.
 - 9. I visited the house where Wellington once lived, and what a sight
 - 10. We sometimes use a verb in the passive voice.

A Shift in Subject or Voice

Notice in sentences 1 and 3 below that the point of view established by the subject, and the voice of the verb in the

first clause are continued in the second clause. Notice in sentences 2 and 4 below that the point of view established in the first clause is not continued in the second clause. Sentences 2 and 4 are faulty.

- Every morning we went swimming and in the afternoon we read detective stories.
- 2. Every morning we went swimming and the afternoon was spent in reading detective stories.
- 3. The boys finished their work and then dismissed their leaders.
- 4. The boys finished their work and then the leaders were dismissed.

EXERCISE 16

Detect the shift in either the subject of the verb or the voice of the verb. Rewrite the sentences in good form.

- 1. I ran down the street and a wrecked car lay against a post.
- 2. I live in the East in the summer, but the West lures me in the winter.
- 3. Some people talk too much, and much time is wasted.
- 4. The boy plants the garden, and then it is cared for.
- 5. He wanted to buy a roadster, but lack of money prevented him.
- 6. She knit the stockings, put them into boxes, and they were shipped by express.
- The shack was untidy and cheerless, and the lack of proper care was evident.
- 8. Elizabeth drank tea, but milk was preferred by her.
- Pat lived in New York, but, after all, the city of his real love was Belfast.
- No matter how much I need his aid, it will never be asked for by me.
- 11. First the book is read, and after that you are required to write a review of it.
- 12. Donald whittled out a toy ship, yet many mistakes were made by him.
- 13. Although I hoped to travel in Europe, a trip to Britain alone would be appreciated by me.
- 14. Johnny scored two goals but later the dressing room was the scene of his activities.
- 15. When a babe is not well nourished, wholesome food should be procured for him.

EXERCISE 17

Insert all necessary punctuation and be prepared to give a reason for each insertion.

- 1. If the job is to be done do it now if it is not your task leave it alone.
- 2. The mild man is more pleasant than the mail man said Mrs. Thomas the latter is too inquisitive.
- 3. However we got there is a mystery do you understand it.
- Now John said Harry that kind of playing will not win the game not at all.
- 5. It was a meeting mainly of women there were not enough boys girls and men present.
- 6. How could anybody miss knowing my uncle Fred Simmons asked Jane.
- 7. If you find that man a robber in the inn to-night you will be lucky said the policeman who had just hailed me.
- The traveller a lazy sort of fellow pounded several times at the door of the Fox Head Inn which was a new inn close to the highway.
- Often I believe people do not lack strength they lack will-power to be successful.
- 10. When curfew rings all children good and bad must scamper to their homes.



I like to lie in the hammock.



The hen likes to lay in the hammock.

VERBS OFTEN MISUSED

affect	to influence	The loss of the money affects his
effect	to bring about	record. He effected a change in the time-
sit	to be seated	He sits near the door.
set	to place or put	He set eggs under the hen.
rise	to be elevated or raised	The last term of the la
	up	Boys, rise at the bugle's call.
raise	to elevate	Raise your left hand.

lose to mislay Where did I lose my purse? learn to acquire knowledge Did you learn the boy's weight? teach to impart knowledge We watched him teach the boys. expect to wait for We expect our uncle to-day. suppose to take for granted I suppose he will arrive. That medicine only aggravates the disease. annoy to torment Do not annoy the poor man. guess to form an opinion without strong evidence I guessed the weight of the truck.
learn to acquire knowledge teach to impart knowledge expect to wait for suppose to take for granted aggravate to make worse annoy to torment guess to form an opinion without strong evidence Did you learn the boy's weight? We watched him teach the boys. We expect our uncle to-day. I suppose he will arrive. That medicine only aggravates the disease. Do not annoy the poor man. I guessed the weight of the truck.
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annoy to torment Do not annoy the poor man. Squess to form an opinion without strong evidence I guessed the weight of the truck.
guess to form an opinion with- out strong evidence I guessed the weight of the truck.
out strong evidence I guessed the weight of the truck.
out strong evidence I guessed the weight of the truck.
think to occupy one's mind on
some subject Did he think the matter over?
can denotes ability The man can walk home.
may denotes permission or
likelihood You may go home.
(lie to recline I lie in the hammock to rest.
(present)
I lay in the hammock yesterday.
past)
lay to place I lay the charge now. (present)
I laid the charge yesterday. (past)

EXERCISE 18

You will prove that you know the distinction between the words in the above pairs if you can use the pairs correctly, underlined, in sentences. Write sentences of varied structure and length. When you have finished, state in the margin the kind of each sentence you have written.

EXERCISE 19

Describe accurately and interestingly any scene suggested by these lines:

Between the dark and the daylight When the night is beginning to lower, Comes a pause in the day's occupations, That is known as the children's hour.



Story-Time Hour

Mood

One more feature of the verb needs our attention. We shall notice certain changes in the form of the verb to express certain shades of meaning. In some cases there is no change in the form but there is a difference in the meaning. This manner of viewing the action expressed by the verb is known as mood.

A verb is said to be in the *Indicative Mood* when it expresses what the speaker regards as a fact, or when it asks a question.

- 1. I saw a balloon in the sky.
- 2. Have you seen a stray cow near here?

A verb is said to be in the *Imperative Mood* when it gives a command, or makes a request.

- 1. Be neat and tidy.
- 2. Help us to win the prize.

A verb is said to be in the Subjunctive Mood if the speaker (a) expresses a wish (b) expresses a condition contrary to fact or doubtful (c) makes a formal motion or suggestion

- (d) uses the expression as if or as though. In some cases the subjunctive form of the verb is used after if and though.
 - (a) I wish I were going too.

(b) If I were you, I should find out the details.

(c) I move that John act as patrol leader.

- (d) Tom looks as if he were pleased with the result.
- N.B. 1. The subjunctive and indicative verb forms are largely the same. The only difference lies in the subjunctive third person singular, present tense where the verb form does not carry an s; e.g.,

INDICATIVE

SUBJUNCTIVE

He sees the library. Though he see the library, he heeds it not. She beckons the campers. I propose that she beckon the campers.

2. Extra attention must be given to the verb be when used in the past subjunctive. The past subjunctive of be is were, and it is used to express a wish concerning present or future time.

If I were he, I should not go.

EXERCISE 20

Identify the mood of each verb and explain it.

1. If you are on time, why don't you call me?

2. If I were you, I should ask him.

3. Please do not disturb me.

4. She looked as if she wished to speak.

5. If I can get an answer, I shall telephone you.

6. I propose that he act as secretary.

7. That poor dog looks as if he were hungry.

8. He hopes that you can come.

9. Though He slay me, yet will I trust Him.

10. If I can assist you, I shall do so.

11. If it were warmer, the car would start.

12. I move that John take the chair.

* * *

In our language we have two kinds of words, extremely useful, but more complicated in their make-up than are the ordinary parts of speech. Note the nature of the first of these two — the infinitive.

The Infinitive

- 1. Some men like to read biography occasionally.
- 2. Sailing toy boats is a fascinating pastime.
- 3. She is ashamed of doing such deeds.
- 4. That man does nothing but win prizes, regularly.

The italicized verb forms resemble nouns because they are used as subjects of verbs, or as objects of verbs or prepositions; they have objects; they may have adverbial modifiers. Because they resemble both nouns and verbs, they are often called verbal nouns or infinitives.

Uses of the Infinitive

Examination of the following sentences will reveal various uses:

- 1. To choose a captain was a lively task. subject
- 2. His interesting hobby is making kites. pred. nom.
- 3. The man hoped to be interviewed yesterday.
 - obj. of a verb
- 4. This boy enjoyed reading philosophy. obj. of a verb
- 5. She has done everything except work. obj. of a prep.
- 6. We came to visit our friends. adverb
- 7. She has sufficient books to read. adjective

Examination of the above examples will reveal *three* kinds of infinitives:

- In sentence (5) "work" is a root infinitive.
- In sentence (1) "to choose" is a gerundial infinitive.
- In sentence (4) "reading" is a gerund.

EXERCISE 21

Select the infinitives, classifying them and stating their relation.

- 1. Working puzzles just suited him.
- 2. He determined to succeed every day.
- 3. We were invited to see the circus.
- 4. Seeing London is a year's work.

- 5. The president chose to be relieved of his duties.
- 6. To be found in that group is undesirable.
- 7. He was known to have been working hard.
- 8. To perform the duties faithfully is his ambition.
- 9. The man's whole aim was to succeed.
- 10. The hero told of enduring hardships.
- 11. The best plan is to make a survey.
- 12. The bell rang to warn children.
- 13. Finding work is a problem sometimes.
- 14. He advised us to solve our problems.
- 15. It was a shame to have such slums.

SPLIT INFINITIVES

Avoid placing an adverbial modifier between an infinitive and its sign to.

Wrong: The car seemed to hardly crawl.

Right: The car seemed hardly to crawl.

Wrong: I intend to rudely awaken him,

Right: I intend to awaken him rudely.

Wrong: They appeared to have already gone.

Right: They appeared to have gone already.

The Participle

A Participle is a word which performs in part the functions of both a verb and an adjective.

1. The man reading the letter is my uncle.

2. The box given by the postman was a present.

In the first sentence, "reading" possesses verbal value because it has for its object the word "letter"; it also possesses adjectival value because it modifies "man."

THE FORM OF THE PARTICIPLE

- 1. Hearing the signal, the man turned aside. (present)
- 2. Having heard the telephone, the boy answered it.

(past, active)

3. Heard (or having been heard) by his audience, he left the matter for their decision. (past, passive) The following table should be clearly understood and memorized. It shows the various forms of the participle of a transitive verb.

PRESENT telling being told
PERFECT having told told

THE USES OF THE PARTICIPLE

- 1. The participle helps to form various tenses of the verb.
 - (1) The man is talking loudly.
 - (2) The man had talked loudly.
- 2. The participle is used as an adjective to modify nouns and pronouns.
 - (1) The lad, trying bravely, met with success.
 - (2) Having finished her work, she retired.

EXERCISE 22

Select the participles, and state how each participle is used.

- 1. Calling the man to me, I spoke to him.
- 2. The boy did his duty, knowing the result.
- 3. She came to our place, having been invited.
- 4. Attacked, he fled.
- 5. Having been expecting me, he welcomed me.
- 6. Knowing all the boys, we were anxious to hear the result of the race.
- 7. Having learned of our success, he telephoned me.
- 8. Defeated and beaten, he sought aid.
- A robber has been in our house, leaving evidence of his thieving behind him.
- 10. A mule hitched to a cart, was a woeful sight.
- 11. Seizing a railing, I climbed to safety.
- 12. There were countless sheep nibbling the fresh grass.
- 13. The lock was broken, being wrenched from its place.
- 14. We ate a good meal of cooked vegetables.
- 15. She was singing merrily in the garden.

Dangling Expressions

- 1. Looking from the window, the cat was seen.
- 2. I saw the picture of Lord Byron entering my library.

Both of these sentences are absurd. They should be corrected thus:

- 1. Looking from the window, I saw the cat.
- 2. Entering my library, I saw the picture of Lord Byron.

EXERCISE 23

Re-write each of these sentences in a correct form.

- 1. Walking to school this morning, an accident was seen.
- 2. After a few hours of climbing, the tide began to rise.
- 3. Being a large pie, he could not eat it.
- 4. Arriving at the train, all the porters were busy.
- 5. Smoking being prohibited, the room was always fresh and bright.
- 6. Ruined by his detractors, the journey was a welcome change for him.
- 7. Having finished my homework, a friend called.
- 8. I found a letter written by Dickens leafing through some old manuscripts.
- 9. Having burned for an hour, we gave up hope of rescuing any one from the boat.
- 10. Riding smartly on his horse, the cool breeze proved very refreshing.
- 11. A rabbit was eating on our lawn, having large silky ears.
- 12. Upon coming up behind him quickly, the horn suddenly began to blow.
- 13. At the age of seven her father died and left his family in poor circumstances.
- 14. Having played golf for two hours, the refreshing drinks were a treat for all.
- 15. While waiting for the car, John spoke to me.
- 16. After a night of waiting, the coach came to the door.
- 17. When giving a speech, my tutor told me to stand erect.
- Our doctor will call, and if granted an interview, you may consider yourself fortunate.
- 19. One day while walking down the street, a tree was seen struck by lightning.
- 20. While sitting on the bench, a squirrel came up to me.



CHRISTMAS STORIES

A Christmas Carol		•		٠	•	CHARLES DICKENS
The Cricket on the .						
Mr. Scrooge						ASHLEY MILLER
Make Believe .			**			A. A. MILNE
The Blue Flower .						
The First Christmas						

UNIT 5

Using the Parts of Speech



In the previous unit you made a thorough study of the most important part of speech—the verb. We now must turn our attention to other parts of speech. First, we must review some facts about them which you have already learned; secondly, we must discover and master some new facts about their usage. First of all, glance again at this simple summary of the definitions of the parts of speech.

THE PARTS OF SPEECH

- 1. Nouns name persons, animals, places, things, qualities, actions, conditions and ideas, etc., and classes or groups of these.
- 2. Pronouns represent nouns without naming them.
- 3. Verbs make statements, ask questions, or give commands.
- 4. Adjectives modify the meaning of a noun or pronoun.
- 5. Adverbs modify the meaning of verbs, adjectives, or other adverbs.

6. Prepositions show the relation between a noun or pronoun and some other word in the sentence.

7. Conjunctions join two words, two phrases, or two clauses used similarly in a sentence. They also join subordinate clauses to their antecedents or to the words they modify.

8. Interjections express strong or sudden feeling.

Nouns L

Classification

1. According to kind — There are two main classes of nouns. Common and Proper. We should note, however, a special kind of common noun called collective; for example, herd, crowd, army, gang, fleet, flock. We think of each of these as one even though it is composed of several individual things. Henceforth, in classifying nouns, we should say "common," or "common collective," or "proper" as the case may be.

Examples:

- The machine was installed by the engineer. (common)
 Quebec is one of the summer ports of Canada. (proper)
- 3. A flock of geese flew over the crowd at the lake. (collective)
- 2. According to sex
 - a. Gender Nouns Nouns which indicate that the object named possesses animal life are said to be gender nouns.
 - i. Nouns which signify male sex are masculine nouns; as: brother, hero, rooster.
 - ii. Nouns which signify female sex are feminine nouns; as: aunt, bride, heroine.

Some names of persons or animals do not show any sex distinction and yet we know they are gender nouns; for example: bird, ruler, parent, child, cousin, cat. These are said to be nouns of common gender.

b. Neuter Nouns - Nouns which do not indicate sex are said to be neuter nouns, for example: house, automobile, tree, road, city.

EXERCISE 1

This exercise is in two parts. Do not attempt to do the two parts at once.

a. Fully classify all the nouns as to kind and sex; for example,

The mob on Pacific Street were all of one nationality.

mob – common collective, common gender Pacific Street – proper, neuter

b. Rewrite the sentences supplying a common noun suggested by each proper noun. Supply a proper noun suggested by each common noun; for example,

St. Helena lies far out at sea.

An island lies far out in the Atlantic.

1. The girl went to London as the guest of her aunt.

2. John McCrae wrote a war poem.

3. A prominent churchman sailed aboard the Antonia for a distant city.

4. Prince Rupert is in British Columbia.

5. A small boy gave a parcel to the store-keeper.

6. The pilot landed at Great Bear Lake.7. The Niagara flows into Lake Ontario.

8. The porter spoke to the tramp early on that holiday.

9. The Governor-General visited the hamlet early last month.

 The huntsman roused up a fox just as Johansen, the explorer, unleashed his dog.

Capitalization of Proper Nouns

Proper names include:

- 1. Historical events, periods, treaties, documents such as Civil War, Dark Ages, Treaty of Paris, Bill of Rights.
- 2. Names of nations, races, political parties, religious sects, clubs such as *Brazil*, *British*, *Whigs*, *Baptists*, *The York Club*.
- 3. Days of the week, months of the year, holidays such as Tuesday, June, Empire Day.
- 4. Names of governmental units and departments such as Senate, Legislative Assembly, Department of Education, Provincial Treasury.

- 5. Geographical names and names of buildings such as Rocky Mountains, Laurentian Plateau, Ward Nine, Waldorf Hotel, Pooket Building.
- 6. Titles of organizations, institutions, books, articles, such as Conservative Party, House of Refuge, Life of General Roberts, Canada's Trade Treaties.
- 7. Titles before proper names such as the Minister of Education Honorable E. S. Pringle, the Secretary of Foreign Affairs the Right Honorable A. J. Booth; such titles as King, President, Colonel-in-Chief are also capitalized.
- 8. Names referring to God, the Bible or books of the Bible, such as Almighty, the Holy One, the Bible, New Testament, Book of Judges.
- 9. Personified nouns such as Youth, Mirth, Fear, Ignorance.

N.B. Do not use capitals in such cases as these:

- 1 names of the season spring, winter
- 2. to denote directions east, north
- 3. to indicate, lacking definiteness, as in the sentence A writer,
- 4. when a possessive pronominal adjective precedes such a word as father, sister, mother —

To-day, I hope to meet my father.

Such titles as Mother, Father, Dad, when not preceded by pronominal adjectives, may be used with or without capitals.

EXERCISE 2

Here are the names of the characters in Bunyan's Pilgrim's Progress: Lord Luxurious, Mr. Blindman, Mr. Facing-Both-Ways, Mrs. Diffidence, Sir Having Greedy, Lord Turn-About, Mr. By-Ends, Giant Despair and His Wife.

Imagine that you have had opportunity for a brief conversation with one of the above. Orally or in writing, record your impression of his appearance and actions.

EXERCISE 3

Use the opposite gender of each of the following nouns in a sentence which contains an "and." Construct sentences of good length and variety.

host	shepherd
poet	giant
Jew	prophet
lion	baron
author	count
tailor	heir
	poet Jew lion author

Methods of Forming the Feminine Gender

By examining your sentences in the above exercise, can you detect two methods used in forming the opposite gender of nouns?

- 1. Use different words for masculine and feminine.
- 2. Add "ess" to the masculine to form the feminine.
- 3. Another method is to add "ess" to an altered form of the feminine:

duke – duchess	emperor — empress
master — mistress	tiger — tigress
conductor - conductress	governor – governess
negro — negress	waiter — waitress

- 4. A fourth method is to add a word indicating sex:
 he-goat she-goat landlord landlady
 cock-sparrow hen-sparrow man-servant maid-servant
- 5. A fifth method is illustrated in the following words which show that the feminines are formed by foreign or Old English terminations.

czar – czarina	sultan — sultana
signor – signora	executor — executrix
hero – heroine	beau — belle

Number in Nouns

Most of our nouns have two forms called Singular and Plural. The Singular number is used to refer to one person

or thing; the *Plural* number is used to refer to more than one person or thing.

Collective nouns, though plural in meaning, may be singular in number: herd, bevy, committee, audience. They, like other nouns, may be pluralized: herds, bevies, committees, audiences.

Various Methods of Forming Plurals

Here are some methods which you likely know already:

- 1. By adding s to the singular: boys, accidents, monkeys.
- 2. By adding es to the singular: brushes, benches, glasses.
- 23. By changing y to i and adding es: ladies, memories.
 - 4. By changing f to v and adding es: shelf, leaves.
 - 5. By changing a vowel: man, men; goose, geese.
 - 6. By adding en: oxen, children.
 - 7. Letters, signs, and figures are pluralized by adding an apostrophe and s: h h's, 2 2's.
 - 8. Most compounds take the sign of the plural at the end: spoonful spoonfuls, tooth-brush tooth-brushes, onlooker on-lookers.
 - 9. A few compounds, in which the first part of the word is the important part, pluralize by adding "s" to the first part: father-in-law fathers-in-law, court-martial courts-martial.
 - 10. Some words have two plurals: brother brothers (by birth), brethren (of one society), die dies (stamping), dice (playing).
 - 11. Foreign plurals:
 - a. "us" becomes "i" in radius, focus.
 - b. "um" and "on" become "a" in datum, phenomenon.
 - c. "a" becomes "ae" in formula, vertebra.
 - d. "is" becomes "es" in axis, crisis.
 - e. "ex" or "ix" becomes "ices" in apex, vertex.
 - 12. Some nouns have no singular form: thanks, riches.

- 13. Some nouns, though plural in form, are singular in meaning: mumps, measles, news, politics.
- 14. Some nouns have the same form in singular and plural: deer, fish, moose, cod.
- 15. Some nouns change their meaning completely in the plural:

copper (a metal) copper (coins)
salt (seasoning) salts (smelling salts)

EXERCISE 4

Write the plurals of: quantity, pulley, basis, trout, newsboy, elf, sheep, roof, mathematics, mouthful, daughter-in-law, valley, monkey, library, Burns, lieutenant-governor, Mr. Brown, heathen, gas, attorney, box, hanger-on, series, 12, piano, Roman, lily, alley, ally, alumnus, brother-in-law, sheep, roof, dwarf, Mr. Smith, crisis.

Aroused!



EXERCISE 5

Finish one of the following stories:

a. As a boy, I lived in the Yukon. Many were the stories of bears I heard recited around our evening fire. Occasionally, we heard a loud, angry growl from the forest.

One night, the growl sounded nearer than usual. Bob and

I drew back a corner of the window-blind and saw ----.

- 1. What did you see?
- 2. What did the animal do?
- 3. Picture the boys in peril.
- 4. Develop at least two points of high suspense.
- 5. Include an unexpected ally.
- 6. Make clear the disposition of all main characters.
- 7. Include at least one paragraph of pure description.
 - b. The girl entered her aunt's house just as the cuckoo-clock struck a quarter to six o'clock in the evening. There was no answer to her cheery "hello." Not a sound in the house but the echoes of her own voice!

Upstairs, in a small sitting-room at the back of the house, there was a couch and also a shelf of good books. She made her way toward this cosy room to await her aunt's home-coming. But at the top of the stair ———.

- 1. What did she see?
- 2. What caused the commotion?
- 3. Describe the chaos and confusion.
- 4. Build up at least two points of tense feeling.
- 5. Arrange for unexpected aid to arrive.
- 6. Dispose of all the characters before the story finishes.
- 7. Build up an unexpected climax.

7 Case

Case is the form of a noun which shows its relation to the other words in the sentence.

There are three cases: Nominative, Objective, Possessive. The form of the noun is the same in the Nominative and Objective cases but changes in the Possessive case.

1. THE NOMINATIVE CASE

A noun (or pronoun) which is the subject or the complement of a verb is in the Nominative Case.

a. Subject of a verb - The partridge hid in a beech tree.

They called while we were absent.

b. Complement of a verb — The lady is a dressmaker.

It is she.

N.B. You will recall that we have already spoken of a subjective completion. That is but another name for complement of a verb.

2. THE OBJECTIVE CASE

A noun (or pronoun) which is the object of a transitive verb or of a preposition is in the Objective Case.

a. Object of a transitive verb - The man drank tea.

b. Object of a preposition - They plan to meet at the gate.

N.B. 1. Direct Object - The man drank tea.

2. Indirect Object - They presented the man a prize.

EXERCISE 6 (ORAL)

Select only the nouns in the nominative and the objective cases. Tell the exact kind of noun and also the exact case.

1. The girl was named Betty.

2. Run the straight race.

3. He is a man whom every man trusts.

4. They offered their sons a good education.

5. Find Tom and give the rascal a second chance.

6. Let your voice resound through the room.

7. The truth and beauty of the sight impressed us.

She bought apples at the store around the corner.
 Jerry is the champion of his age group.

10. Such a state of affairs will lead to trouble.

3. THE POSSESSIVE CASE.

The method used debends of forming the Possessive case.

The method used depends upon the noun itself.

1. All nouns, whether singular or plural, which do not already end in s or z, form their possessive by the addition of an apostrophe and s: the lad's hat, the men's department, the mice's nest.

2. Nouns in the singular ending in an s or an s sound usually form their possessive by the addition of an apostrophe and s: Charles's reign, the princess's castle; the box's cover. However, in cases where the addition of the apostrophe and s produces a combination of sounds harsh or objectionable to the ear, we add the apostrophe only: Dickens' books, the Ganges' trade, Xerxes' soldiers.



- 3. Nouns whose plurals end in s form the possessive plural by the addition of an apostrophe only: the lads' hats, the starters' stand.
- 4. To express joint possession, the sign of the possessive is added to the last noun of the group: Dick and Tom's bicycle; Isabel and Mary's parents.

To express separate possession, the sign of the possessive is added to each noun in the group: Dick's and Tom's bicycle; Isabel's and Mary's parents.

EXERCISE 7

Each one of these nouns should be used in the possessive singular and also in the possessive plural. Compose sentences using these nouns thus, and try to construct the sentences so that the two uses will appear in separate clauses in the sentences.

mouse, actress, hero, woman, fairy, fisherman, ox, valley, Burns, princess, gypsy, monkey, hanger-on, chief, calf, minute, Brown and

Taylor, Jones, scholar, Minister of Justice.

EXERCISE 8 (ORAL)

Substitute words for the italicized phrases. If possible, use a noun to replace the phrase.

He accused me of being ungrateful.
 Her want of care caused the disaster.

3. The boys were in the same class at school.

4. On the boat, there were some people from Spain.

5. He was cheered by the persons looking on.

6. The diligence shown by the boy was praiseworthy.

7. The captain answered in the negative.

8. The people listening began to jeer.

9. That year there was no election for the office of reeve.

10. Write down any words having the same meaning.

11. James found it of benefit to do so.

12. The two men were nearly of one mind.

SOME LESS IMPORTANT CASE USES

1. The predicate objective (objective completion) completes the verb and refers to the direct object.

We elected Fred secretary.

They painted the house white.

We knew it to be them.

The predicate objective may be a noun, an adjective, or a pronoun.

2. The predicate of an infinitive is used after a linking verb to refer to the subject of the infinitive. The same case is used before and after the verb "to be."

We believed it to be him.

They knew it to be her:

3. After verbs of making, telling, letting, wishing, expecting, thinking, knowing, believing, etc., the *infinitive* has a *subject*.

I told him to debate the matter fully.

We believed her to be chosen for the position.

4. The subject of an infinitive is in the objective.

I believe him to be our ally.

In this sentence, the object of believe is not him but him to be our ally. In other words, the sentence really says, "I believe that he is our ally." In this we see that the original him and to be are now functioning as subject and verb. Therefore, the subject of an infinitive is in the objective.

Here is a poorly written paragraph. It contains nothing but simple sentences and it sounds like an extract from a cheap catalogue. Rewrite the paragraph making whatever changes you think necessary.

Snuffy was a great speaker. He was speaking in a small village hall. Never was Snuffy in better form. He had just been introduced. He had finished telling a story. A child was squawking continually in the front row of the audience. Snuffy was very disturbed. Snuffy was annoyed. Snuffy walked to the very front of the platform. He addressed the audience in ringing tones. "Ladies and gentlemen, I must stop my speech. We are not giving that child a chance." The mother took the hint. She stalked down the aisle. She left the hall. She banged the door. Snuffy talked on for two hours.

Pronouns

Classification

- 1. Personal I, me, mine, us, you, yours, he, she, it, hers, theirs, they, them.
 - 2. Demonstrative this, that, these, those.
- 3. Interrogative who, whom, which, what.
- A. Relative (Conjunctive) who, whom, which, what, that, whoever, whichever, whatever.
- 5. Indefinite each, many, few, all, both, some, any, another, none, several, one, something, anything, anybody, everybody.

N.B. The above lists are not necessarily complete. Personal Pronouns

They are so named because they denote either the person speaking or the person spoken to, or the person or thing spoken about.

	First Person	
	Singular	Plural
Nom.	I	we
Poss.	mine	our, ours
Овј.	me	us

SECOND PERSON

	Singular	Plural
Nom.	you	you
Poss.	your	your, yours
Овј.	you	you

Old forms such as thou, thee, thy, thine, ye, are also used in Biblical language, and are sometimes found in poetry.

THIRD PERSON

Singular		Plural		
	Masc.	Fem.	Neuter	
Nom.	he	she	it	they
Poss.	his	her, hers	its	their, theirs
Овј.	him	her	it	them
N.B. The h	ouse is mine			

N.B. The house is mine.

My house is on your street.

The word *mine* is a pronoun but the words my and your are possessive pronominal adjectives. Here are some further examples of the latter:

The lady gave her first address.

Everyone did his best.

The members of the group did their work well.

A study of these examples will show that each of these possessive pronominal adjectives agrees in number, gender, and person with its antecedents. With what antecedent does the word "its" of the previous sentence agree?

Similarly in the sentence — The man who telephoned me was an old friend — the pronoun who agrees in gender, number, and person with its antecedent. Its case form is governed by its relation to the verb telephoned, to which it serves as subject.

EXERCISE 10 (ORAL) Lindeline

State the case and use of each personal pronoun in the following sentences, as:

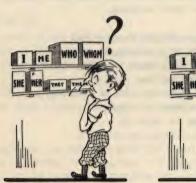
You asked her to find my coat.

You – nominative case, subject of asked. her – objective case, object of asked.

1. We and they are sure to arrive.

2. It was he and his friend who called.

- 3. Mother told her and me to come at once.
- 4. Will you meet him and me?
- 5. You are my competitors.
- 6. James and I saw your bicycles.
- 7. Dave and Tom scolded John and me.
- 8. We saw their house; it is not like yours.
- 9. It was either she or her sister who called.
- 10. Can I be certain of your aid?





Fill the blank with the correct pronoun in each case.

- 1. You and —— were chosen leaders. (I, me)
- 2. That is ——? (she, her)
- 3. They invited you and —— to visit them. (I, me)
- 4. and went paddling. (he, him) (I, me)
 - 5. It was who first told us. (they, them)
 - 6. The conductor told —— tourists of a good hotel. (we, us)
 - 7. All but --- and --- had gone on a picnic. (they, them, we, us)
 - 8. My uncle invited all except you and ——. (I, me)
 - 9. two heard all the news. (we, us)
- 10. Are you and —— living on the same street? (I, me)

Use these expressions correctly in sentences of variety.

he and I	you and me	them and us
him and me	she and I	they and I
him and her	her and me	you and us
he and they	she and they	you and I
he and she	him and them	we and they

EXERCISE 13

Punctuate each of these sentences to bring out a second meaning. It will be advisable to copy these sentences as they stand and then rewrite each to bring out a new meaning.

- 1. He said nothing at all.
- 2. I enjoyed meeting him with his brother Roy.
- 3. What! Do you think he is your cousin?
- 4. Mr. Roberts gave ten dollars, more than Mr. Lamb.
- 5. Come, now, or it will be too late.
- 6. He is shouting. He is shouting. He is shouting.
- 7. The boy says his father must be wrong.
- 8. We did not ask because we were ill.
- 9. What did he answer?
- 10. I met my sister Sue.

EXERCISE 14

Remove any possibility of ambiguity in these sentences.

- 1. The farmer went to his neighbour and told him that his horses were in his field.
- 2. The salesman told his employer that whatever he tried, he could not please him.
- 3. John promised his uncle that he would never forget his warning.
- 4. The girl promised her sister that she would pay her bills.
- 5. She asked her if she would meet her when she returned.
- 6. The hunter had a fight with a bear and he killed him.
- 7. He sent Jim to his father, and he loaned him the money he wished.
- When the policeman came face to face with the desperado, he shot him.
- 9. Harry reported that he had seen his brother, and that he would keep his promise.
- 10. Brown met Jones and found that his employer had arrested him for the theft of his coat which he had returned to him before he was arrested.

Choose the correct word (his, their) to fill each blank.

1. Everybody prepared --- lunch.

- 2. In driving a car, one must keep —— wits about him.3. All the pupils were eager to get to —— classes on time.
- Everyone must wash —— own dishes.
 All the players hung up —— uniforms.
- 6. The members of the executive did work faithfully.

7. Each boy I met told me --- story.

- 8. May all the pupils invite —— friends?
- 9. Every pupil should prepare --- lessons.
- 10. One should seek to do --- best every day.

EXERCISE 16

Choose one of the following titles and, making use of the suggested plan, write a short story in which strong verbs, apt adjectives, and accurate pronoun reference are noticeable features.

a. The Stag and Its Horns

Stag — fountain — pool — shadow — beautiful horns — reflections — pride — dogs barking — flight — underbrush — caught — death: — moral.

b. The Cat and the Goldfish

The cat's lust for fish — a gold fish bowl — a stealthy approach — the fish — peering over the edge — a long paw — repeated failures — perched on the bowl — a struggling cat — nine lives — death: — moral.

The Dog and Its Shadow

Dog — meal in his mouth — crossing a stream on a log — shadows — tempting thoughts — drops the meal — catches nothing: — moral.

d. The Detective Makes a Call

A cold night — a lonely street — in a back kitchen — a disturbed parrot — a shrill cry — a startled detective — a cap at the door way — an open door — a coat on the floor — a rebuke from Polly.

Demonstrative

We must not confuse demonstrative pronouns with adjectives.

This is my hobby. (pronoun)

This machine is my hobby. (adjective)

He bought those for me. (pronoun)

He bought those books. (adjective)

Interrogative

We use who and whom in speaking of persons, and which and what in speaking of things.

Who is the only one of these pronouns which changes its form to agree with its case.

Who is invited to the party? Whom do you expect to see?

Relative (Conjunctive)

The relative pronouns are: who, whom, which, what, that, whoever, whichever, whatever, and sometimes but and as.

The relative pronouns are partly pronominal and partly conjunctive in value. They stand for persons and things, and also introduce subordinate clauses and join them to the words to which the clauses are related. The relative pronoun is a most useful word in sentence construction. Unfortunately, it can easily be misused.

Here we see the felative pronoun *correctly* used, referring unmistakably to its antecedent.

- 1. Here is the man who spoke to me.
- 2. There came a wind that blew loudly.
- 3. James, a cousin of mine, who was absent, has returned.
- 4. I have met the man whom you admire.

Here we see the relative pronoun *incorrectly* used, and causing errors in fact as well as awkwardness in construction.

- 1. Wolsey was a cardinal of Henry VIII who refused to acknowledge the divorce of Catherine.
- 2. Strongow was a knight of Henry II who was sent to Ireland.
- 3. At Christmas time a gigantic plum pudding was distributed to the poor which weighed 250 lbs.
- 4. I found a bag of candy behind the pantry door, which we had opened in order to treat our friends.

- 5. So speaking to Tom at the gate, whom he had just met, he told of his secret plans.
- N.B. One of the above sentences might be considered correct as it stands.

These sentences contain errors in pronoun reference. Rewrite the sentences in good form.

- Do not let your dog eat anything which is unwholesome, for they
 must have good food.
- 2. John wore a scarf round his neck, which reached to his knees.

3. My chum said to Tom that he should apologize.

4. Always respect school property, and also the teachers of it.

- 5. The lawn should be mowed once a week which should keep it in good shape.
- 6. If something exciting has been happening in your class, send it to the comic editor of the school paper.
- 7. An automobile came along and picked him up; but they took him to the wrong doctor.
- 8. Gracefully leaping from branch to branch, we could see a chickadee.
- As the bird came nearer, it flew higher into the sky; and as it was dark there, I turned on a searchlight.
- 10. Our building permits last month were \$85,000 and they were sold almost as rapidly as they were built.

EXERCISE 17 (ORAL)

Select the relative pronoun. Select its antecedent. Then determine which of the verbs in the bracket is the correct one.

- 1. It was one of the best cars that (has, have) ever been made.
- 2. John is one of those lucky chaps who (is, are) always finding bargains.
- The picture is one of those that (was, were) loaned to the Art Gallery.
- 4. One of the jobs that (has, have) been assigned to me is a difficult one.
- 5. You are the first of our family that (is, are) on time.
- 6. This is the best of the books that (is, are) on his shelves.
- 7. I feel certain that of all his good qualities that (come, comes) to my mind, this one is the finest.
- 8. Those were the days that (has, have) gone forever.
- 9. She is one of the girls who (is, are) to be trusted.
- 10. Of all the tasks that (was, were) assigned, this is the most pleasant.

Indefinite

Which of the words in italics are indefinite pronouns and which are adjectives?

Each told his story?

We waited for several hours.

Several came too late.

Let each man do his duty.

Many boys tried; few succeeded.

EXERCISE 18

Classify the pronouns and give their gender, number, case, relation.

- 1. Anybody may speak on that motion.
- 2. He was a man whom I knew very well.
- 3. Which will you have?
- 4. These may suit our purpose; those will suit our friends.
- 5. It is wrong; anyone can see that.
- The lads were amusing themselves but no mention of it was made to us.
- 7. The officer who spoke to you is your cousin.
- 8. We believe that that is the truth, but who can persuade you?
- Somebody must carry the news; and many will grieve to hear it if someone does not prepare them for such a blow.
- 10. The sight of it, which was frightful, terrified everyone.

EXERCISE 19

Use one of either, neither, anyone, no one, in each of the following blanks:

- 1. --- of the books is too dear.
- 2. Did you meet --- whom we knew?
- 3. We have told —— where it is hidden.
- 4. Five boys ran in the race and —— of them was 15 years old.
- 5. —— could answer my question.
- 6. Has —— of you been here before?
- 7. John challenged, Dick and Jim, but --- took up the challenge.
- 9. Have you seen --- of the two new cars?
- 10. They permitted —— to enter the park.



Won't You Come Too?

Write down 20 sentences to express thoughts suggested by the above picture. Each sentence must contain at least one pronoun, underlined. Pass your book to a classmate for a rapid classification of the pronouns.

Who, Whom

Among all our pronouns, it is doubtful if any two give us as much difficulty as who and whom. In each sentence where either of them is used, we must note the verb or preposition to which it is related, for its case forms will be governed by that verb or that preposition.

- 1. I called the man (who, whom) was the leader. Use who because it must be the subject of was.
- 2. Here is the man (who, whom) I met yesterday. Use whom because it is object of met.

- 3. (Who, whom) do you expect to see? Use whom because it is object of to see.
- 4. (Who, whom) do you think I am?

 Use who because it is subjective completion of the copula verb am and must be in the nominative case.
- (Who, whom) do you think answered?
 Use who because it is subject of the verb answered.
 (You do think (that) who answered).
- 6. To (who, whom) did you send the letter?

 Use whom because it is object of the preposition To.

 (You did send the letter to whom).
- 7. (Who, whom) should I swear by?

 * Use whom because it is object of the preposition by.

 (I should swear by whom).

Insert either who or whom in each of the following blanks.

- 1. I, he has told, repeat it gladly.
 - 2. We gave it to Florence --- we all admired.
 - 3. She ——— does her best usually succeeds.
 - 4. --- do you expect to meet?
 - 5. They answered the man --- was too ill to speak.
 - 6. --- but John could I send?
 - 7. I shall advise you --- I choose as captain.



The Queen Elizabeth Way, Ontario

- 8. —— are we going to meet on the bridge?
- 9. --- do you think it is?
- 10. —— should be president but him —— has earned the honour?

BOOKS OF TRAVEL TO ENJOY

Maiden Voyage		 MARGARET GILRUTH
Adrift on an Ice-Pan		 SIR WILFRED GRENFELL
The Glorious Adventure		 RICHARD HALIBURTON
Congorilla		 Martin Johnson
Trap Lines North		
Alone Across the Top of the	World	 J. S. O'BRIEN
First to Go Back		
The Mott Family in France		 DONALD MOFFAT

UNIT 6

Word Pictures



In previous units, we have been concerned to study the structure of sentences, and we have laid stress upon the heart of the sentence — the verb. Now we are to look at some of the ornaments which brighten our language and enable us to portray a picture so clearly that our readers or listeners will almost believe that they see a photograph of what we are describing.

But ornaments alone will not express our thoughts. We must keep constantly enriching our every-day vocabulary. The first few exercises below are designed to achieve both purposes.

EXERCISE 1

For each of the nouns below, list five adjectives which might be used to modify it.

Examples:

cook — old, huge, healthy, happy, cranky. wind — high, gentle, sighing, howling, steady.

book	sky	ache iron carol tooth music palace	river	journey
sheep	truth		submarine	assistance
apple	monster		aeroplane	confidence
cellar	alligator		bicycle	sound
story	pin		meat	learning
field	dye		happiness	wisdom
robin	die	coyote	orchard	hatred

Employing at least three of these adjectives in each sentence, write sentences of variety to demonstrate the force of effective adjectives.

odd	perishing	awkward	lively	sullen
awful	sincere	growling	obstinate	hollow
reliable	keen	hardened	well	hopeless
trustworthy	terrific	dainty	open	sensible
shrewd	sudden	another	stingy	sensitive
accidental	apt	British	silken	stout
safe	dizzy	gay	shiftless	slender

EXERCISE 3 (ORAL)

Add a syllable to each of the following words so as to give exactly the opposite meaning. Use each pair of words, underlined, in sentences which show variety in opening, in length, in kind, in structure.

allowed	engage	arm	real	agree
taste	courtesy	justice	gratitude	order
reliability	regularity	truthfulness	legibility	union
loyalty	pleasure	popularity	belief	spelling

EXERCISE 4

Mentally, replace the italicized word in each of the following phrases by one with an opposite meaning. Use the new phrase, underlined, in a sentence. In the margin, name the kind of sentence written.

1. his vices	9. great dissatisfaction	
2. the agreement between		
3. an act of miserline.		
4. a noticeable inferio		
5. proving his guilt	13. the culmination of the sto	ory
6. the lady's admission	14. days of adversity	
7. a well-deserved puns		
8. the president's succe	essor 16. the ability to argue	



Good Pals

In about one page, carefully paragraphed, write Fido's interesting life story under the title: "Mine Has Been a Hard Life, But ---."

EXERCISE 6

Make sentences containing the following pairs of words underlined, king care to show that you understand the distinction in meaning:

taking care t	o show that you	understand	the distinction	
taking care t			desert	dessert
emerge	immerse			barren
loose	lose		baron	
	U.		worst	worsted
sentry	century			route
rows	rouse		rout	
			believe	belief
proceed	precede		100	watt
close	clothes		what	Watt
CIUSC				

EXERCISE 7 (ORAL)

Add four verbs of variety for use in the following sentences:

- 1. The crow flew; flapped; —— —— ——
- 2. The wind howled; hissed; --- -- -
- 3. The river flowed; rushed; —— ---
- 5. The audience cheered; jeered; —— --- --
- 6. The chairman pleaded; implored; —— —— —— 7. The carpenter fastened; fixed; —— —— —— ——.
- 8. The master reproved; chastised; —— —— 9. A car sped; raced; —— —— ——
- 10. A frog hopped; jumped; —— —— ——.

EXERCISE 8

By adding, changing, or dropping a syllable give the opposite meaning to each of the following adverbs. Be prepared to use each one or

Winter Sports On Mount Royal

of the contract of the contract of



any two in a sentence which would demonstrate that you understood

their meaning.		
expensively	perfectly	extensively
*	thriftily	dishonestly
courteously		frequently
regularly	equally	
correctly	agreeably	judiciously
heroically	illegally	hesitatingly
emphatically	ignobly	inefficiently

Adjectives

Adjectives and adverbs are two of the ornaments which brighten our languages. They furnish many of the finer distinctions of meaning in our expression. They are messengers of power and beauty. Only one thing is needed — we should put them to work for us; they possess almost unimagined possibilities.

Comparison of Adjectives



Examination of the adjectives in the following sentences will reveal that many of them have three (in some cases four) ways of expressing themselves; for example:

1. Mrs. Heap was a kind lady.

2. Mrs. Gamp was a kinder lady than Mrs. Heap.
3. Mrs. Penny was the kindest lady I ever met.

These three forms of the adjective kind are said to express three different degrees of comparison. Their value is obvious. The adjective kind is said to be in the POSITIVE degree. The adjective kinder is said to be in the COMPARATIVE degree. The adjective kindest is said to be in the SUPERLATIVE degree.

Methods of Comparison

1. Simple adjectives such as *rich*, *tall*, *sad*, form their comparative and superlative degrees by the addition of *er* and *est* to the positive; thus:

rich richer richest tall taller tallest sad sadder saddest

This is known as the suffix method.

2. Because the addition of *er* and *est* to some adjectives would produce a new adjective difficult to pronounce, the comparatives and superlatives of such adjectives are formed by means of the adverbs *more* and *most*; thus:

charming more charming most charming helpful more helpful most helpful

This is known as phrasal comparison.

3. A few adjectives are irregular in comparison:

good better best
bad worse worst
little less least
N.B. 1. A few comparatives and superlatives have double forms:

N.B. 1. A few comparatives and superlatives have double forms:
old older, elder oldest, eldest
near nearer nearest, next
late later, latter latest, last

Elder and eldest refer always to persons, and usually to persons of one family. Latter and last are used to indicate place or space; later and latest are used to indicate time. Nearest may indicate either space or distance; next indicates rank or order.

A few adjectives are used only in the positive degree; thus:
 a Canadian boy, the right book.
 the Main street, an hourly service.

EXERCISE 9

Where possible, write the comparative and superlative forms of the adjectives listed in Exercise 2.

EXERCISE 10

Write these nouns and verbs in one long vertical column in the margin of your book. Opposite each one write an adjective formed from it. Pass your book to a classmate and let him write the comparison of all the adjectives.



At Lac Beauport, Quebec

blacken	silver	gurgle	creak	shame
dread	defeat	giant	courage	order
silence	hero	warmth	distance	desert
length	mix	sink	swell	snarl
injure	weaken	open	frighten	wood
tear	success	season	noise	freeze
sorrow	timidity	paint	excite	cleverness

EXERCISE 11

Write a narrative or a descriptive paragraph suggested by the above picture. Concentrate upon the adjectives, and the verbs; make them do the work they are intended to do.

EXERCISE 12 (ORAL)

Distinguish between:

- 1. Give me a (one) doll
- 2. She has found the (that) book.
- 3. I have a black and (a) white cat.
- 4. The man went to a (the) show.
- 5. Men (the men) came.
- 6. That man has (a) trout in his basket.
- 7. Wanted a cook and (a) housemaid.
- 8. There were few (a few) of his friends there.
- 9. Mr. Brown (a Mr. Brown) telephoned.
- 10. Earth (the earth) is heavy.
- 11. Man (The man) is an odd creature.
- 12. We elected a captain and (a) prefect.

- 13. She welcomed us with little (a little) enthusiasm.
- 14. Let me tell you a (the) story of a (the) boy and (a) the bear.
- 15. Cherry trees (The cherry trees) are bearing fruit.

The following words are to be used as nouns, verbs, and adjectives. Demonstrate the three uses of each word in a sentence which contains at least three clauses. Each clause is to contain one use of the word. paper, paint, cover, iron, round, light, steel, fast, order, brown, rose, cut, last, wax.

EXERCISE 14

Write a mimic of this Paragraph.

Topsy

She was one of the blackest of her race; and her round, shining eyes, glittering as glass beads, moved with quick and restless glances over

Yes, I'm Listening



everything in the room. Her mouth, half open with astonishment at the wonders of Mas'r's parlour, displayed a white and brilliant set of teeth. Her woolly hair was braided in sundry little tails, which stuck out in every direction. The expression of her face was an odd mixture of shrewdness and cunning, over which was oddly drawn, like a kind of veil, an expression of the most doleful gravity and solemnity. She was neatly dressed and stood with her hands demurely folded before her. Altogether, there was something odd and goblin-like about her appearance.

From HARRIET ELIZABETH BEECHER STOWE:

Uncle Tom's Cabin

The Adverb

EXERCISE 15

In three separate sentences for each verb, modify each of the following verbs by (1) an adverb; (2) an adverb phrase; (3) an adverb clause. No two sentences in any one group should be of the same kind.

halted, wore, arrived, tempered, obliged, deprived.

Classes of Adverbs

Adverbs may be classified as follows:

TIME soon, before, now, then, formerly, early.

PLACE here, there, above, in, out, yonder, far.

MANNER steadily, soundly, fast, well, so, truly.

CAUSE hence, accordingly, therefore.

DEGREE too, quite, very, wholly, scarcely.

NUMERAL first, secondly, thirdly, once, twice.

NEGATION never, not.

AFFIRMATION surely, certainly, undoubtedly.

EXERCISE 16

Classify the adverbs and state what each modifies.

- 1. The bear ran straight for us.
- 2. He usually arrives with great difficulty.
- 3. John seems less fortunate than we should gladly wish him to be.
- 4. Surely you can not believe that easily.

5. No person spoke distinctly.

- 26. Undoubtedly our friend was quite remorseful when informed publicly of the disaster.
 - 77. Probably we can save it; certainly we shall strive valiantly.
 - Modestly but not shabbily dressed, he strode out to meet us afterwards.
 - 9. She was as busy as a bee.
 - 10. First, it can be done; secondly, it must be done; thirdly, it shall be done—and without any petty complaining.

EXERCISE 17

Since adverbs are compared in the same way as adjectives, make three columns and show the comparison of these adverbs. Watch for the occasional one in this list which cannot be compared.

much, little, far, late, well, nigh, fore, too, now, fast, rather, rapidly, beautifully, lengthwise, gaily, hastily, soon, truly, along, not, freely.



Boys Will Be Boys

EXERCISE 18

Choose any title you wish for a descriptive paragraph in which you will give attention to verbs, adjectives and adverbs. The paragraph should demonstrate one of the following: rapid action, slow action, stillness, noise, orderliness, confusion.

Prepositions and Conjunctions

You already know that prepositions and conjunctions are joining words.

The preposition is used to introduce a phrase, and to show the relation between its own object and the word which the phrase modifies; for example:

The house on the hill is my home.

The tree beyond the fence was blown down.

Caution in the Use of Prepositions

- 1. What sort of chap is he? What kind of prize did he get?

 Never use the article a after the preposition of in sentences such as the above.
- 2. He fell off the fence. Keep off the lawn.

 Never use the word of after the preposition off in sentences such as the above.
- 3. Below is a list of troublesome prepositions and opposite each is an indication of how the preposition should be used in a sentence.

abide with	a person	differ in	colour or size
abide for	a time	dependent on	a person
abide in	a place	dependent for	a thing
adapted to	a thing	part from	a person
adapted from	an author	part with	a thing
confer on	to give a degree to	tamper with	a thing
confer with	to talk to	tinker at	a thing
conform to	a certain plan	taste for	art
differ from	a person or thing		

EXERCISE 19

Insert a suitable preposition in each blank.

- 1. She cannot complain —— the treatment.
- 2. The chairman disagreed —— the audience and showed himself averse —— any suggestions.
- There were shepherds abiding —— the fields and no doubt they conferred —— each other.
- 4. Those garments differ —— texture and —— price.
- 5. The lad did not seem concerned —— the collapse of his trial balloon.

- 6. If you do not comply —— my request, I shall not be dependent —— you.
 - 7. The sign said, "No tampering any of this delicate machinery."

8. —— whom did he confide?

9. All people should profit --- their errors.

- 10. We owned the old car —— the four of us and we were always tinkering —— it.
 - The pensioner is dependent —— his living upon his monthly cheque.
- 12. All newcomers must conform --- certain rules.
- 13. It is difficult for a small boy to part --- his toys.

14. The pupil copies the sentences --- the board.

15. She stepped —— the room.

The conjunction is used in one of two ways. If it is a co-ordinate conjunction, it will join words, phrases, or clauses of equal value in the same sentence; for example:

We cheered and shouted.

He came to the door or to the window.

What he has done and what he will do are two problems. If it is a subordinate conjunction, it will join a subordinate clause to the word which the clause modifies.

I shall see him *when* he arrives.

If he is early, he will telephone us.

They will come, *though* they are uninvited.

Caution in the Use of Conjunctions

- 1. Use "and" but do not abuse it.
- 2. Here are some substitutes for "and," "but," and "so." and —moreover, again, in addition to, too.

but -yet, nevertheless, still, on the other hand.

so -accordingly, hence, therefore, thus.

EXERCISE 20

Each part of this exercise should be done in one minute (three minutes if sentences are to be written).

a. Form nouns from each of the following adjectives:

difficult, distinct, penitent, uniform, satisfactory, ignorant, humble.

b. Form nouns from each of the following verbs: act, limit, produce, differ, cite, vary, elevate.

- c. Write the plural of each of the following: handful, cloth, index, brother, measles, scissors, cherub.
- d. Insert the apostrophe sign where necessary:

 mens gloves, Rufus sister, girls teams, porchs roof, trees shadows,

 Dickens novels, her uncles brothers daughter.

e. Write the principal parts of each of the following verbs: fling, mow, spin, swim, wear, show, heave.

- f. Use each of the following words as verbs in the active voice: find, cleaned, shut, left, release, report, wanted, elect.
- g. Change into the passive voice all sentences written in answer to f. above.
- h. Use the verb debate in several different tenses (active or passive voice). Auxiliary verbs are permissible.
- i. Use each of the following as a noun and then as an adjective in the same sentence:

gaping, fishing, walking, levelling, opening, shouting, reading.

- j. Write sentences to exemplify the use of each of the following as an adjective and as an adverb within the same sentence: early, more, yonder, hard, soft, light.
- k. Use these words as pronouns in complex sentences: mine, hers, ours, yours, theirs, thine.
- l. Use these pronouns emphatically in sentences: ourselves, himself, themselves, yourselves, herself, itself.
- m. Use these pronouns as the subjects of sentences. Make the verbs of the sentences agree in number with their pronoun subjects.

 nobody, each, either, who, none, somebody, whose, whatever.
- n. Use each of these pronouns as relative pronouns in sentences: who, which, what, whom, that, whose.
- o. Use each of these as a predicate adjective: cheerful, lonely, ill, red, fashionable, eager, active, well.
- p. Form an adjective from each of these words:

 defeat, hero, swell, desert, excite, repute, point, timidity, injured,
 weaken.
- q. Construct an adverb from each of the following adjectives and make your new adverb modify an adjective in a sentence: busy, amazed, pitiable, disapproving, dangerous, boisterous, rude.
- r. Use the following prepositions three at a time in single sentences: at, on, beyond, under, upon, in, up, off, of, for, to, above, beside, over, near.
- s. Use these conjunctions in sentences of variety: if, and, when, as, or, but, though, because, since, why, so.

WORD PICTURES

STORIES OF COURAGE TO READ AND THINK ABOUT

Courage	SIR J. M. BARRIE
Pasteur, Knight of the Laboratory	
The Lady with the Lamp	REGINALD BERKELEY
Tale of Two Cities	CHARLES DICKENS
Story of My Life	HELEN KELLER
Captains Courageous	
Jane Adams of Hull House	
Labrador Doctor	

UNIT 7

The Paragraph

Developing an Idea



"Developing"

For some time you have been writing paragraphs; this unit is intended to help you to write better paragraphs because you can now understand just why and how paragraphs are composed.

If one possesses an orderly mind, it is perfectly natural to think or speak or write in paragraphs. Let us recall these

simple occasions for paragraphing:

1. An important change in *time* is shown by starting a new paragraph.

2. An important change in place is shown by starting a new

paragraph.

3. An important change in the action or circumstances of a story is shown by starting a new paragraph.

- 4. An important change in the content of any composition, oral or written, is shown by starting a new paragraph.
- 5. When dialogue is used in a story, a new paragraph marks each change of speaker.

Here are the opening paragraphs of Sir Arthur Conan Doyle's Story, "The White Company." How many of the above five reasons are exemplified?

The great bell of Beaulieu was ringing. Far away through the forest might be heard its musical clangour and swell. Peat-cutters on Blackdown and fishers upon the Exe heard the distant throbbing rising and falling upon the sultry summer air. It was a common sound in those parts - as common as the chatter of the jays and the booming of the bittern. Yet the fishers and the peasants raised their heads and looked questions at each other, for the Angelus had already gone and Vespers was still far off. Why should the great bell of Beaulieu toll PLACE

when the shadows were neither short nor long?

All round the Abbey the monks were trooping in. Under the long green-paved avenues of gnarled oaks and of lichened beeches the whiterobed brothers gathered to the sound. From the vineyard and the vinepress, from the bouvary or ox-farm, from the marl-pits and salterns, even from the distant ironworks of Sowley and the outlying grange of St. Leonard's, they had all turned their steps homewards. It had been no sudden call. A swift messenger had the night before sped round to the outlying dependencies of the Abbey and had left the summons for every monk to be back in the cloisters by the third hour after noontide. So urgent a message had not been issued within the memory of old lay-brother Athanasius, who had cleaned the Abbey knocker since the year after the Battle of Bannockburn.

A stranger who knew nothing either of the Abbey or of its immense resources might have gathered from the appearance of the brothers some conception of the varied duties which they were called upon to perform, and of the busy widespread life which centred in the old monastery. As they swept gravely in by twos and by threes, with bended heads and muttering lips, there were few who did not bear upon them some signs of their daily toil. Here were two with wrists and sleeves all spotted with the ruddy grape juice. There again was a bearded brother with a broad-headed axe and a bundle of faggots upon his shoulders, while beside him walked another with the shears under his arm and the white wool still clinging to his whiter gown. A long straggling troop bore spades and mattocks, while the two rearmost of all staggered along under a huge basket of fresh-caught carp - for the morrow was Friday, and there were fifty platters to be filled and as many sturdy trenchermen behind them. Of all the throng there was scarce one who was not labour-stained and weary, for Abbot Berghersh was a hard man to himself and to others.

Meanwhile, in the broad and lofty chamber set apart for occasions of import, the Abbot himself was pacing impatiently backwards and forwards, with his long white nervous hands clasped in front of him. His thin thought-worn features and sunken haggard cheeks bespoke one who had indeed beaten down that inner foe whom every man must face, but had none the less suffered sorely in the contest. In crushing his passions he had well-nigh crushed himself. Yet, frail as was his person, there gleamed out ever and anon from under his drooping brows a flash of fierce energy, which recalled to men's minds that he came of a fighting stock, and that even now his twin brother, Sir Bartholomew Berghersh, was one of the most famous of those stern warriors who had planted the Cross of St. George before the gates of Paris. With lips compressed and clouded brow, he strode up and down the oaken floor, the very genius and impersonation of asceticism, while the great bell still thundered and clanged above his head. At last the uproar died away in three last, measured throbs, and ere their echo had ceased the Abbot struck a small gong which summoned a laybrother to his presence.

'Have the brethren come?' he asked, in the Anglo-French dialect

used in religious houses.

'They are here,' the other answered, with his eyes cast down, and his hands crossed upon his chest.

'A112'

'Two-and-thirty of the seniors and fifteen of the novices, most holy father. Brother Mark of the Spicarium is sore smitten with a fever and could not come.'

Probably we can best detect certain specific qualities in good paragraphs by first examining the structure and the content of some descriptive paragraphs.

Model Paragraphs

SCROOGE

Oh! but he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog-days, and didn't thaw it one degree at Christmas.

CHARLES DICKENS, A Christmas Carol.

OUR CAPTAIN

2

Our basket ball captain, a girl of fine physique and of pleasing personality, was the unanimous choice of over sixty girls in our school. She is the very picture of health and is just the kind of person who commands attention. Erect in posture, graceful in movement, and pleasant in manner, she is a model for other girls to imitate. Her black hair and beady black eyes, her sharp little Roman nose and small mouth are not in themselves particularly noticeable, but it is the smile which constantly plays upon her countenance that engages one's attention. Neatly attired in gym costume, she steps on to the basketball floor, and it is then that one seems to catch a flash from those beady black eyes and a smile from the corners of her mouth as if she were announcing—"The game is on; let's play." With ease and precision she catches, passes, and shoots the ball like a veteran. Her sturdy frame, her long devotion to training, and her love of the game mark her as the captain whom the other girls will follow eagerly.

ANON.

THE SCHOOL-MASTER OF SLEEPY HOLLOW

3.

The cognomen of Crane was not inapplicable to this person. He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together. His head was small, and flat at top, with huge ears, large green, glassy eyes, and a long snipe nose, so that it looked like a weathercock perched upon his spindle neck, to tell which way the wind blew. To see him striding along the profile of a hill on a windy day, with his clothes bagging and fluttering about him, one might have mistaken him for the genius of famine descending upon the earth, or some scarecrow eloped from a cornfield.

IRVING, "Legend of Sleepy Hollow."

Mr. GENEROSITY

Oh! he was the most generous man I have ever met. He tipped the porter a half-dollar, gave the red-cap a quarter, and then held out a dollar bill to a beggar who asked for "a dime for a cup of coffee." Before getting into his cab, he threw his remaining change into a box marked "Santa Claus Fund." After descending from his cab, he made some remark about Christmas and presented to the driver his new hat and in addition a two-dollar bill. The remainder of his wealth was evenly distributed among the persons in his household within five minutes after his arrival. He was truly the genius of generosity.

GRADE NINE PUPIL.

MISS MURDSTONE

It was Miss Murdstone who was arrived, and a gloomy-looking lady she was; dark, like her brothers, whom she greatly resembled in face and voice; and with very heavy eyebrows, nearly meeting over her large nose, as if, being disabled by the wrongs of her sex from wearing whiskers, she carried them to that account. She brought with her two uncompromising hard black boxes, with her initials on the lids in hard brass nails. When she paid the coachman, she took her money out of a hard steel purse, and she kept the purse in a very jail of a bag which hung upon her arm by a heavy chain, and shut up like a bite. I had never, at that time, seen such a metallic lady altogether as Miss Murdstone was.

CHARLES DICKENS, David Copperfield.

Study Based on the Above Models

A good paragraph is not a good paragraph by accident. It has been produced by one who has a positive gift for writing, or it has been produced by one who has toiled with his materials. Most of us, the great majority of us, belong to the latter class. Fortunately, we have certain guides, which, if we follow them, will assist us in composing a good paragraph. Shall we listen to our guides?

A Topic Sentence. In most cases, the first sentence gives a good general indication of the paragraph's content. In

eite - 2. logical arrangement of altails
THE PARAGRAPH

a lopic

paragraph I above, the stingy, old wretch, Scrooge, is revealed in more detail in each succeeding sentence, — hard, secret, self-contained, solitary, froze, shrivelled, grating voice, frosty rime, low temperature, iced. Do these words and phrases not assist us in seeing a despicable sort of creature?

In paragraph 2, do we not find that the first sentence has given us a true glimpse of the character who is detailed in the succeeding sentences? Is it not likewise in paragraphs 3 and 4?

In paragraph 5, the first sentence begins to reveal the "metallic" Miss Murdstone whom we are to see in the whole paragraph.

A Good Concluding Sentence. In all things, it is just as important to finish well as it is to begin well. In paragraph I, the concluding sentence makes clear the effect of Scrooge's appearance and actions. "Low temperature" is a good sum total of all his unlovely characteristics; we are told of the effect of this "low temperature."

In paragraph 3, the concluding sentence performs two services for us. It adds some further detailed description, but chiefly it leaves us with a definite picture of a scarecrow type of creature, as ungainly looking among his fellow-men as is a crane among other birds.

In paragraph 5, shall we not agree at once that 'metallic Miss Murdstone' sums up exactly what the author has been saying about her?

Examine the concluding sentences in paragraphs 2 and 4. Unity. Every sentence should bear on the subject of the paragraph. If the paragraph has no title, its theme can usually be found in the topic sentence.

In paragraph 1 we find a mean, stingy, old wretch in the first sentence. What word or words in each succeeding sentence drive in that idea upon us? Let us put down the title:

A Mean Old Wretch

(Hard and sharp as flint), (from which no steel has ever struck out generous fire), (secret), (self-contained) and (solitary as any oyster). The (cold) within him (froze his old features, nipped his pointed nose), (shrivelled his cheek), (stiffened his gait), made his eyes red, his thin lips blue, and spoke out shrewdly (in his grating voice), etc.

N.B. The bracketed words and phrases all relate to the title and show the unity of the paragraph.

EXERCISE 1

Copy out paragraph 2 above entitled "The Captain." By use of brackets and arrows prove that the paragraph has unity. Deal similarly with paragraph one of "The White Company."

EXERCISE 2

Three essentials of any good paragraph are a topic sentence, unity, a good concluding sentence.

Choose one of the following as a topic sentence. Supply a title and write a single paragraph to continue the line of thought which occurred to you after reading the topic sentence. You are to write a descriptive paragraph; you are not to write a story.

1. Oh! he was the most generous man I have ever met.

2. The cognomen of Goliath was not inapplicable to this person.

3. It was Mr. Greatheart who had arrived and a jolly looking man he was.

4. I looked at the doorway and there she stood.

5. He was a man of little speech but of vigorous action.

6. The girl next door persists in admiring my cat.7. Seldom has such a delightful person visited us.

8. The grandma played with her grandchild.

9. The judge took his seat on the bench.

10. We all noticed the more ordinary dress of the coachman.

EXERCISE 3

Choose one or more of the following concluding sentences and for each invent a suitable descriptive paragraph with an appropriate title. Do not write a story.

- 1. To this day, the stranger remains unidentified.
- "The sun's rim dips; the stars rush out; With one stride comes the dark."
- 3. And the mouse crept into his little house and wept.
- 4. Nature has again spread her great white blanket.
- 5. We could still see him seated on the end of the park bench.
- 6. The babble of that brook steals in upon one in his pensive hours
- 7. There was no doubt whatever Tom was a giant.
- 8. He turned in at his cabin door a sadder and a wiser man.
- 9. The whole scene, dark and terrible, still haunts his mind.
- 10. His face revealed one thing it was folly to enter that inferno.

Mimic some of the following paragraphs.



THE CHRISTMAS GOOSE

There never was such a goose. Bob said he didn't believe there ever was such a goose cooked. Its tenderness and flavour, size and cheapness, were the themes of universal admiration. Eked out by apple-sauce and mashed potatoes, it was a sufficient dinner for the whole family; indeed, as Mrs. Crachit said with great delight (surveying one small atom of a bone upon the dish), they hadn't eaten it all at last! Yet every one had had enough, and the youngest Crachits in particular were steeped in sage and onion to the eyebrows! But now, the plates being changed by Miss Belinda, Mrs. Crachit left the room alone — too nervous to bear witnesses — to take the pudding up and bring it in,

CHARLES DICKENS, A Christmas Carol.

Mr. GREATHEART

It was Mr. Greatheart who had arrived and a jolly looking man he was. He was short and inclined to be a little stout. His face was round, his nose rather small, and his full cheeks showing above a short, stubby, white beard were glowing with a rosy colour. His eyes had that merry twinkle that emphasized his apparent good nature. He was wearing a silk hat, a long black overcoat with a high fur collar, and he was smoking a short, thick cigar. Altogether, our impression of him was that he could very easily imitate Santa Claus.

A Pupil's Paragraph.

Mr. GREATHEART

It was Mr. Greatheart who had arrived and a jolly looking man he was. I can see him now, stepping from his shiny, blue, sedan-chair up to our wide and spacious porch. He was a fat, tubby looking individual who greatly resembled Father Christmas. His merry blue eyes were continually twinkling, and the corners of his mouth were perpetually turned up ready to enjoy a hearty laugh. He had on a large brown coat, a large hat, and ear-muffs. Mr. Greatheart lived up to his name for, wherever he went, there was an atmosphere of good cheer.

A PUPIL'S PARAGRAPH.

THE WITCH'S HOVEL

This account raised my curiosity so far, that I begged my friend, Sir Roger, to go with me into her hovel, which stood in a solitary corner under the side of the wood. Upon our first entering, Sir Roger winked to me, and pointed to something that stood behind the door, which, upon looking that way, I found to be an old broom-staff. At the same time, he whispered me in the ear, to take notice of a tabby-cat that sat in the chimney-corner, which, as the knight told me, lay under as bad a report as Moll White herself; for besides that Moll is said often to accompany her in the same shape, the cat is reported to have spoken twice or thrice in her life, and to have played several pranks above the capacity of an ordinary cat.

JOSEPH ADDISON, The Coverley Witch.

N.B. In mimicking this paragraph, it will be well to use more sentences than were used in the above paragraph.

A BIRD'S NEST

In the cavity of an apple-tree but a few yards off, and much nearer the house than they usually build, a pair of high-holes, or goldenshafted woodpeckers, took up their abode. A knot-hole which led to



the decayed interior was enlarged, the live wood being cut away as clean as a squirrel would have done it. The inside preparations I could not witness, but day after day, as I passed near, I heard the bird hammering away, evidently beating down obstructions and shaping and enlarging the cavity. The chips were not brought out, but were used rather to floor the interior. The woodpeckers are not nest-builders, but rather nest-carvers.

JOHN BURROUGHS, Sharp Eyes.

LONG AGO

In Beowulf's country on the sea-shore there was a huge mound or barrow, in which were stored the shields and bracelets and drinking cups of a race of kings long since dead. One day a dragon discovered this hoard, and after the custom of dragons, stayed to guard the treasure. He thought that if he carried away a rich gift from the treasure he might buy forgiveness with it from his lord. He seized a tankard bossed with gold, and fled. The monster, asleep within the barrow, was aroused, and rushing forth with fury, laid waste the country round about.

Beowulf and the Dragon.

ST. PAUL'S

I stood on the steps of the church. The great oak portals were thrust open revealing a dense darkness. I soon perceived a vast expanse of black and white checkered flooring, so large that humans were as pawns in a chess game. As my eyes adjusted themselves to the gloom, I saw a number of enormous, heavily decorated pillars rising on high. Away in the distance, at the end of the chancel, where the altar-lights flickered, soft strains of Bach were being played by some masterful hand at the grand organ. Its gilded pipes, some thicker than a man's body, rose on either side of the chancel. Far above my head, faint ribbons of sunlight seeped through the windows in the immense dome. Turning round, I descended the steps to get an outer view of St. Paul.'s.

GRADE NINE PUPIL.

N.B. For examples of narrative and descriptive narrative paragraphs, consult the paragraphs from "The White Company," near the first of this unit, and also the stories in UNIT 8.

EXERCISE 5

a. The sentences below, when put in their proper order, make a well unified paragraph. The first one is the topic sentence. Arrange the other sentences in proper sequence,

1. One day, a rough-looking tramp dog came along the street.

2. At the sight of the dog he stopped.

- 3. Nearer he crept, and nearer.
 - 4. He had not had any breakfast, and was hunting for something to eat along the back fence.

5. Suddenly the dog turned and saw him.

- 6. Mike, who had just eaten a big meal of raw meat, was at that moment taking his morning walk along a crooked rail fence, near the barn.
 - 7. Then, down he jumped and began to creep up behind the hungry dog.
- b. Do likewise with these sentences.
 - The third time Bedivere took the sword and went fast up the hill.
 - 2. Arthur bade Bedivere put him in the boat, and the queens received him grieving over his wounds.
 - 3. An arm clothed in white samite came out from the lake and took the sword.
 - 4. Then as the boat moved off, he bade Bedivere not grieve, saying that as king he had done his work, and when his wound healed he might come again.
 - 5. Swinging it overhead, he flung it far from him into the waters of the lake.
 - 6. Bedivere went back and told the king, and the knight knew that it was time for the king to depart from this life.
 - 7. Bedivere carried Arthur to the lake, and a barge came up, in which were three queens.
 - c. Do likewise with these sentences.
 - 1. Joined by a few Huron and Algonquin allies, they ascended the Ottawa and entrenched themselves in the ruins of an old fort at the foot of the Long Sault rapids.
 - 2. They were without water, and therefore could not swallow the crushed Indian corn, or "hominy," which was their only food.
 - 3. One by one the Indian allies crept over the palisades and joined the enemy; one Algonquin chief and a few Hurons alone remained faithful to the last.
 - 7. The yelling Iroquois were soon upon them, but were beaten back again and again.
 - 5. Pent in the narrow fort, they fought and prayed by turns.

DESCRIPTIVE SNAPSHOTS

- 1. He was a quaint little fellow short, stubby, with scanty grey hair, and an accent as thick as pea soup.
- 2. Sheer from the waters of the bay rose a shaft of rock.



We Have A Story To Tell

- 3. A turtle waddled past me; an old old man tottered along before me; a butterfly frisked away in front of me; a partridge zoomed away behind me.
- 4. As he spoke, he looked down at his hands, big rough gnarled hands, crooked by holding the steering wheel of the huge tractor.
- 5. The silence of the room was split with a frenzy of noise.
- 6. A hubbub of activity was evident on all sides.

- 7. As soon as he attempted to open the door, the wind caught it. Clinging to the handle, he was dragged out over the doorstep, and at once found himself engaged with the wind in a sort of personal scuffle whose object was the shutting of that door. At the last moment, a tongue of air scurried in and licked out the flame of the lamp.

 Conrad, Typhoon.
- 8. The very valley of the shadow of death. Mists and storms brood over it through the greater part of the finest summer.

MACAULAY, The Pass of Glencoe.

9. We went to bed greatly dejected. My sobs kept waking me, for a long time; and when one very strong sob quite hoisted me up in bed, I found my mother sitting on the coverlet, and leaning over me. I fell asleep in her arms, after that, and slept soundly.

DICKENS, David Copperfield.

10. I heard it too—a shuffling footstep in the room above, and then a creak from the steps, and then another creak, and another. I saw Jim's face as if it had been carved out of ivory, with his parted lips and his staring eyes fixed upon the black square of the stair opening. He still held the light but his fingers twitched, and with every twitch the shadows sprang from the walls to the ceiling. As to myself, my knees gave way under me, and I found myself on the floor crouching down behind Jim, with a scream frozen in my throat. And still the step came slowly from stair to stair.

SIR A. CONAN DOYLE, A Ghost Story.

EXERCISE 6

Try writing single sentence descriptive snapshots of any seven of the following. It will help you to frame a good sentence if you imagine that the sentence is to be used as the topic sentence of a descriptive paragraph.

The clown, the acrobat, the gymnast, the champion, the orator, the leader, the admiral, the detective, the conductor, the laborer, the

millionaire, the tramp, the thief, the foreman, the chauffeur.

EXERCISE 7

Try writing single sentence descriptive snapshots for any seven of the following. Give special attention to the effectiveness of your verbs, adjectives, and adverbs.

A foggy day, a rainy day, a muddy road, a slippery street, a shady walk, a babbling brook, a frightened kitten, a hot day, a cold day, a

quiet nook, a displeased master, a surprised father, an excited brother, an isolated camp, a cool breeze.

EXERCISE 8

Choose one of the following phrases; supply your own title, and write a descriptive narrative paragraph to emphasize the one idea prominent in the given phrase.

A bitterly cold day, a miserly wretch, a broken-down bridge, a dilapidated house, a worn-out nag, a useless suggestion, an over-

burdened mule, a golden opportunity.

Models Describing Inanimate Objects

Here are some models in which inanimate objects are described. The methods of description used do not differ from those used in paragraphs wherein persons are described. Note, however, the attention which each writer has paid to his descriptive verbs, adjectives, and adverbs.

MORNING

The woods are glistening as fresh and fair as if they had been new-created overnight. The water sparkles, and tiny waves are dancing and splashing all along the shore. Scarlet berries of the mountain-ash hang around the lake. A pair of kingfishers dart back and forth across the bay, in flashes of living blue. A black eagle swings silently around his circle, far up in the cloudless sky. The air is full of pleasant sounds, but there is no noise. The world is full of joyful life, but there is no crowd and no confusion. There is no factory chimney to darken the day with its smoke, no trolley-car to split the silence with its shriek and smite the indignant ear with the clanging of its impudent bell. No lumberman's axe has robbed the encircling forests of their glory of great trees. No fires have swept over the hills and left behind them the desolation of a bristly landscape. All is fresh and sweet, calm, and clear and bright.

HENRY VAN DYKE, "Fisherman's Luck."

THE GIVER OF LIGHT

The sun set in a blaze of glory. The towering cliffs, like gigantic ghosts, were obscuring from view all but the last rim of that pure, molten metal—the golden sun. The very earth itself seemed to swallow up this ball of fire, and then exaggerate, tenfold, the gloomy

giants of nature — the trees. And later on, the soft, sighing breezes rippled over the wheat in the foreground, while slowly but surely, this magnificent wonder of the ages descended, descended out of sight. One could not help but be entranced and literally rooted to the spot, when looking at this simple, daily occurrence of majestic splendour.

GRADE NINE PUPIL.

WINTER LANDSCAPE

We sleep, and at length awake to the still reality of a winter morning. The snow lies warm as cotton or down upon the window-sill; the broadened sash and frosted panes admit a dim and private light, which enhances the snug cheer within. The stillness of the morning is impressive. The floor creaks under our feet as we move toward the window to look abroad through some clear space over the fields. We see the roofs stand under their snow burden. From the eaves and

Morning At Lake Louise



fences hang stalactites of snow, and in the yard stand stalagmites covering some concealed core. The trees and shrubs rear white arms to the sky on every side; and where were walls and fences, we see fantastic forms stretching in frolic gambols across the dusky landscape, as if nature had strewn her fresh designs over the fields by night as models for man's art.

HENRY THOREAU, From A Winter's Walk.

THE STORM

The lake lay below us tossing its waves in a violent storm. The very rocks and boulders which bordered its wild and lonely shore seemed to shrink from the thundering surf. Half a mile out in that dark turbulent sea, some wreckage lay tossing about — mute evidence to the power of those grim, gray waters. Across the raging heavens swept storm-driven clouds, bound, no man knew whither. There was something about the whole scene, majestic yet fearful, which made even the most haughty of us bow to the tremendous force of Nature.

GRADE NINE PUPIL.

THE STORM

The lake lay below us tossing its waves in a violent storm. The waves were blue-black with white foam-like crests, always the same, and always different. It dashed itself on the rocky shore in a smother of white spray. Oh! how hard to believe that only yesterday this self-same lake had been calm and peaceful. But now, it was as if some fiend had awaked from his sleep beneath it, and was troubled. Over it flew gulls — screaming, white things that were always swooping low over its storm-driven waters. And, as we still looked down upon it, we imagined that we heard the storm-god, whistling in the wind.

GRADE NINE PUPIL.

A RAINY DAY

The next morning would have struck terror to the heart of anyone. Rain was falling fast, and in that steady, industrious manner which seemed to assert an intention to stick closely to business for the whole day. The sky was covered by one impenetrable leaden cloud; water stood in pools in the streets which were soft with dust a few hours before; the flowers all hung their heads like vagabonds who had been awake all night and were ashamed to face the daylight. Even the chickens stood about in dejected attitudes.

J. A. HABBERTON, Budge and Toddie on a Rainy Day.

LIFE OF THE EARLY SETTLERS

When the various companies arrived at their respective townships they found them a primeval forest. Many pictures have been drawn of the lives of these early settlers - of the slow clearing away of the woods around the log cabins; of gradually increasing crops; of long trips to the government mills; of home grinding of grain upon the "hominy block" and in the "plumping mill" to save these long trips; of "bees" for house and barn raising; of corn huskings followed by merry dancing; of "sugaring off" in the maple woods; of abundant game; of the cultivation of flax and the rearing of sheep to provide home-made clothing; of how every man was his own tanner and bootmaker; and - to sum up the story - of how the hardy settlers, becoming skilled in their tasks, fought their way through much discouragement to comfort and even affluence. One evil they were spared; no hostile red man lurked on the outskirts of the settlement. The worst enemy they had to dread was a prowling bear, wolf or wildcat, but these have long since disappeared to northern wilds.

W. H. P. CLEMENT, The History of Canada.

WHEN WOOL WAS "KING"

It frequently occurs that a country develops some particular commodity as its chief product. For England, in the middle ages, that commodity was wool.

There were a number of factors that contributed to her success in the production of wool. Being an island, England was early freed

Ann
Hathaway's
Cottage
—1941

from such marauding animals as wolves, and for centuries now, has been free from marauding invaders. The monasteries had definitely gone into sheep-raising (an occupation peculiarly fitted to their quiet mode of life), and had made a splendid success of it. England's climate was most suitable; the steady moisture produced an abundance of grass and the sun was not so hot as to scorch the close-cropped pasture. The nibbling habit of sheep prevented the growth of many of the young trees; England came to possess less forest and more grassland. Finally, pasturage on the chalky downs seemed to produce a finer-fibred wool—a grade so fine that it was sought after by all the weavers of Europe. No wonder that England went into sheep-rearing on a large scale.

Daniher, England in Europe (to 1603).

EXERCISE 9

Answer each of the following questions for any three of the above "model" paragraphs. Your answers need not be long but each one should be expressed in a complete sentence or sentences.

- 1. Select the topic sentence. Why do you believe it is the topic sentence?
- 2. Select the concluding sentence. Give your reason for believing it to be a good (or a poor) concluding sentence.
- 3. Find a word or phrase in each sentence which proves that the paragraph possesses unity. Express your own answer by putting into a series the various quotations you select.
- 4. What was the author's point of view?
- 5. What is the central figure, idea, or impression conveyed to you?
- 6. Try imitating any of the four paragraphs.

EXERCISE 10

Choose one of the following as a topic sentence. Supply a title and write a descriptive paragraph. Try to remember that you are painting a scene in words. Give special attention to verbs, adjectives, and adverbs.

- 1. The lake lay asleep.
- 2. The sun rose in a blaze of glory.
- 3. The sun rose in a thick mist.
- 4. We went out from the camp into the tingling frost of a February morning.
- 5. Our road brought us to the canyon a sight long to be remembered,
- 6. No stir in the air, no stir in the sea; The ship was as still as she could be,

- 7. The mountain tops were lost in the clouds.
- 8. It was a morning in the merry month of June.
- 9. The valleys stretched away on either side, opened out before us like a great fan.
- On either side the river lie Long fields of barley and of rye.

EXERCISE 11

Choose one or more of the following topics and on each write two paragraphs. Let your two paragraphs be a complete contrast. If stillness and quiet pervade the one paragraph, they must give way to rush and roar in the second paragraph. The following are titles.

- 1. My Pup My Faithful Old Dog.
- 2. At Dawn At Mid-Day.
- 3. In Prosperity In Poverty.
- 4. Birds and Snails.
- 5. John and Johnny.
- 6. July and February.
- 7. My Dancing Slippers My Hiking Shoes.
- 8. Accepted Rejected.
- 9. Awake Asleep.
- 10. The Lady The Tiger.

Touching Up the Imagination

OFFERINGS OF AFFECTION

On the very first evening after our arrival, Mr. Barkis appeared in an exceedingly vacant and awkward condition, and with a bundle of oranges tied up in a handkerchief. As he made no allusion of any kind to this property, he was supposed to have left it behind him by accident when he went away; until Ham, running after him to restore it, came back with the information that it was intended for Peggotty. After that occasion, he appeared every evening at exactly the same hour, and always with a little bundle, to which he never alluded, and which he regularly put behind the door, and left there. These offerings of affection were of a most various and eccentric description. Among them I remember a double set of pigs' trotters, a huge pin-cushion, half a bushel or so of apples, a pair of jet earrings, some Spanish onions, a box of dominoes, a canary bird and cage, and a leg of pickled pork.

DICKENS, David Copperfield.

EXERCISE 12

Revive and stir your imagination by answering briefly any five of the following questions:

What would you do:

- 1. If you found yourself lost in a forest?
- 2. If you fell heir to a fortune?
- 3. If you were summoned to the King's Palace?
- 4. If you fell among thieves?
- 5. If you had no money?
- 6. If you were left alone in a haunted house?
- 7. If you lost all your friends?
- 8. If you found a bird with a broken wing?
- 9. If you were a great doctor?
- 10. If you had endless leisure time?

EXERCISE 13

Emphasizing detail, describe one of the following in one paragraph.

- 1. A girl, rather timid, prepares to leave for her first big party.
- 2. A man is in the act of buying a racehorse.
- 3. A woman selects material for a dress.
- 4. A boy, feeling the urge of spring, hunts out his baseball equipment.
- 5. A small girl puts her doll to bed.
- 6. A runner steals to third base.
- 7. A novice tries to start a motor-boat.
- 8. A lady rises to make her presidential address.

EXERCISE 14

* Describe one of your class-mates without naming him. Tell first of his appearance and next of his actions. Aim to make your description clear, but at the same time aim to make it obscure enough to require careful attention by your hearers.

EXERCISE 15 (ORAL)

Hunt up information on the making of maple syrup. Be prepared to explain clearly the various stages in this unique Canadian industry.

or

Tell a story suggested by "Sap's Running!"

Be on guard against the over-use of conjunctions.

"Sap's
Running!"
—At
St. Hilaire,
Quebec



EXERCISE 16

In one paragraph portray one of the following, or relate some incident connected with one of these persons:

The Cheer Leader
The Broncho Buster
The Indian Chief
The Hired Man
The Bargain Hunter
The Old Grandma

N.B. In your paragraph, aim to illustrate the rules of paragraph structure. Put strength and force into your verbs, and create a lively and interesting paragraph.

EXERCISE 17

Choose one of the following topics. List seven or eight facts that should be included in a vivid descriptive paragraph. Pass your list to a class-mate and let him write the descriptive paragraph.

Rapids and More Rapids	A Dark Street				
A Storm at Sea	In Church				
A Traffic Jam	At the Railway Station				
A Woodland Scene	Our Garden				
Sunset in the Harbour	An Old Landmark				

EXERCISE 18

Choose one of the following titles, and write the topic sentence. Then pass the books at intervals of two minutes. Each pupil is permitted to add only one sentence to the description, and all pupils must aim to assist in building a model paragraph.

The Junk Shop	The Editor's Office
The Guest Room	The Library
Our Attic	Our Basement
The Dungeon	The Locker Room
The Butcher Shop	A Church Parlour

DETECTIVE AND MYSTERY STORIES TO PUZZLE ABOUT

nt's Last Ca	se									E. C. BENTLEY
Pinkerton										DAVID FROME
Red House	My	stery				•				A. A. MILNE
Incredulity	of	Fath	er	Brow	n					G. K. CHESTERTON
-Ta-Plan!										DOROTHY OGBURN
enmantle .										JOHN BUCHAN
Moonstone										WILKIE COLLINS
Jinx Ship										HOWARD PEASE
Jekyll and M	Ir. i	Hyde						۰		R. L. STEVENSON
	nt's Last Ca Pinkerton Red House Incredulity - Ta – Plan! mantle Moonstone Jinx Ship	nt's Last Case Pinkerton Red House My Incredulity of Ta - Plan! mantle Moonstone Jinx Ship	nt's Last Case Pinkerton Red House Mystery Incredulity of Fathe Ta – Plan! mmantle Moonstone Jinx Ship	nt's Last Case Pinkerton Red House Mystery Incredulity of Father Ta – Plan! Moonstone Jinx Ship	nt's Last Case Pinkerton Red House Mystery Incredulity of Father Brow Ta – Plan! Moonstone Jinx Ship	nt's Last Case Pinkerton Red House Mystery Incredulity of Father Brown Ta - Plan! Moonstone Jinx Ship	nt's Last Case Pinkerton Red House Mystery Incredulity of Father Brown Ta - Plan! Moonstone Jinx Ship	nt's Last Case Pinkerton Red House Mystery Incredulity of Father Brown Ta - Plan! Moonstone Jinx Ship	nt's Last Case Pinkerton Red House Mystery Incredulity of Father Brown Ta — Plan! Moonstone Jinx Ship	Mr. Fortune nt's Last Case Pinkerton Red House Mystery Incredulity of Father Brown - Ta - Plan! mmantle Moonstone Jinx Ship Jekyll and Mr. Hyde

UNIT 8

Stories and Letters



All the world loves a good story.

EXERCISE 1

- 1. Choose some story you have heard or read.
- With two or three minutes preparation you should be prepared to tell the story before your class.
- 3. To be a really good story-teller, one has to try very earnestly to do a number of things. Do your best to follow these suggestions:
 - a. Have something of real interest to tell.
 - b. Assume an easy, natural, but erect posture.
 - c. Speak in a natural, clear voice which can be heard in any corner of the room.
 - d. Think your sentences through before speaking them.
 - e. Be careful to stop at the end of the sentence. Avoid two mistakes easily made first, do not run sentences together with "and"; secondly, avoid entirely such expressions as "and ur," "but ur," "so ur," "ahh."

4. Tell the story.

EXERCISE 2

Reproduce orally one of the following stories. In your preparation, read several times the story of your choice. Write the story in your own words keeping the same number of paragraphs as in the original.



Ginger Rogers And The Chief

Reread your own story improving the diction wherever possible. You need not memorize your story, but you should be ready to reproduce it without hesitation and repetitions.

THE INDIAN AND THE WOLVES

The hut of an Indian was threatened with wolves. His trembling wife hugged her baby close, for the wolves were lean and hungry and the walls of the hut were thin. It was bad enough that her husband had very few arrows, but to make matters worse, his eyes had been injured by the cold of his last hunt. What could be done? The question was urgent, for the beasts were scratching at the door. The hunter searched in his medicine bags, while his wife shook her head. This was not time for magic; a good aim and plenty of arrows were needed, not charms. Nevertheless, the hunter fumbled in his pouch and drew forth several objects which he wrapped in chunks of fat. With a cry he flung the chunks out of the window toward the wolves. Scenting food, the pack dashed forward and began to lick up the

Scenting food, the pack dashed forward and began to lick up the fat. One pack leader grabbed a chunk in its mouth and began to chew. Suddenly, blood began to spurt from the mouths of the wolves that had snatched the fat. The smell of this drove the whole pack into a fury of madness. They pounced upon the bleeding wolves and tore them to pieces, while others pounced upon those who were sinking their fangs into the first victims. The yelping was terrifying but soon the entire pack had exterminated itself. Magic had been performed, and the hunter smiled at his wife as he tied up his medicine pouch.

What had he done? Simply taken thin sharp blades of flint, enclosed them in fat, and lured the wolves into cutting their mouths.

Blood excites wolves, and they have no love for their wounded comrades. Once blood flows the whole pack goes mad.

A. C. PARKER, The Indian How Book.

THE COUNTRY MOUSE AND THE TOWN MOUSE

Once upon a time a country mouse invited his friend and relative, a town mouse, to visit him in the fields. The invitation was duly accepted, and the country mouse opened his heart and laid his store hospitably before his guest. There were peas, and barley, and nuts—everything, he thought, that would suit the palate of his dainty friend. The town mouse consented to nibble a bit here and a bit there. But at last he exclaimed, "What a wretched life you lead here, among your rocks, and woods, and fields! You really must come with me and I will show you in town the life that is worth living." The country mouse

very humbly agreed, and the two set off to town.

Having arrived in the city, the mice made their way to an elegant apartment in which the remains of a great banquet were spread. They found there all the delicacies and luxuries of the city. The country mouse tasted one dish after another, and was full of delight at his new fortune. But suddenly a door opened, people came in, and two frightened mice made their escape only with difficulty. When all was again quiet they returned to their repast, but once more they had to run and hide themselves in terror. Finally, the country mouse said to his friend, "This fine life is all very well for you; but I prefer to eat my grains of barley in peace and security." He scampered back to the fields, and never visited the city again.

JACK OF CORNWALL

In the days of good King Arthur there lived in Cornwall a lad named Jack. He was a brave boy, and his ambition was to kill all the giants who lived on the high rocks and troubled the people who dwelt below. After he had killed three or four of these giants, he heard of an enchanted castle, kept by a giant and a bad fairy They seized people, carried them to the castle, and there turned them into beasts and birds

So Jack determined to go to the rescue. He put on his coat that made him invisible, and climbed up to the castle. Hanging on the castle gate was a trumpet, and under it these lines:—

"Whoever can this trumpet blow, Shall cause the giant's overthrow."

Jack boldly seized the trumpet and blew a shrill blast, and as he blew the gates flew open and the castle shook. When the giant and

the fairy heard the sound of the trumpet, they quaked with fear. Jack killed the giant with his sharp sword, and the fairy flew away in a high wind. The people who had been changed into birds and beasts returned to their own shapes.

Jack's fame spread through all the land, and the King gave him

great rewards.

THE TAR-BABY

The Rabbit, the Fox, and the Coon once lived close together. The Fox had a fine melon-patch which he allowed no one to touch. One morning, as he was walking in his garden, he saw tracks, and knew that some one had been stealing his melons. Every day he saw fresh tracks, but though he watched and watched, he never could catch anyone. He told his trouble to the Coon, and the Coon said he was sure the Rabbit was the thief. So the Fox made a man out of tar and set

it in the garden-patch.

When the moon rose, the Rabbit stole out of his house and made for the melon-patch. When he saw the man of tar standing there, he called out, "Who's that standing there ready to steal the Fox's melons?" But the Tar-Baby said nothing. Then the Rabbit got angry, and hit the Tar-Baby, but his hand stuck fast in the tar. Then the Rabbit said, "Let go, or I will hit you with my other hand." But the Tar-Baby said nothing, and the other hand was soon fast to the tar. It was the same with first one foot, and then the other. When the Fox came along, he found the Rabbit stuck fast to the Tar-Baby. He carried him to the Coon's house and said, "Here's the man who stole my melons. What shall I do to him?"

The Coon took the Fox aside and said, "Ask him whether he'd rather be thrown into the fire or into the briar-patch, and whichever one he chooses throw him into the other." But the Rabbit overheard them and when they gave him his choice he said, "Please don't throw me into the briar-patch, I'll be scratched up. Throw me into the fire."

So the Fox lifted him and threw him into the briars.

Then the Rabbit kicked up his heels and laughed, and laughed, and called back, "Goodbye, Fox! Farewell, Coon! I was born and raised in the briars!" And with that he scampered off home.

DOG ADOPTS "ORPHAN"

When Leo was a lion cub, much too little to stalk his supper or eat raw meat, his mother died. His father was still living but no one knew exactly where he was, and, anyway, he was such a cross, grumpy old thing that nobody cared, Leo least of all. So Leo was practically an orphan. He couldn't even drink milk out of a bottle and his owners despaired of raising him to be a big lion.

Then some one found "Miss Chappie," a good-natured, motherly collie. She became his stepmother. She lived in the cage with him, nursed him, taught him to run and jump and play, and cuffed him

when he was naughty. That was nearly two years ago.

Now Leo is almost a full grown lion, three times as big as the collie, but they are still friends and Miss Chappie is still boss. A photographer found them together in a cage of a local theatre yesterday. The collie growled and stood in front of Leo to protect him when the photographer approached the cage, while the lion shrank behind the dog for protection. When meat was thrown into the cage the collie took charge of it and ate first while the lion sat by, licking his chops, waiting for his turn at the portion which his stepmother decided to leave for him.

BRUCE AND THE SPIDER

King Bruce of Scotland flung himself down in a lonely mood to think; "Tis true he was monarch, and wore a crown, but his heart was beginning to sink,

For he had been trying to do a great deed to make his people glad; He had tried and tried, but couldn't succeed, and so he became quite sad.

He flung himself down in low despair, as grieved as man could be; And after a while as he pondered there, "I'll give it all up," said he. Now just at the moment a spider dropped, with its silken cobweb clew, And the king in the midst of his thinking stopped to see what the spider would do.

'Twas a long way up to the ceiling dome, and it hung by a rope so fine,

That how it would get to its cobweb home, King Bruce could not divine. It soon began to cling and crawl straight up with strong endeavour, But down it came, with a slipping sprawl, as near to the ground as ever.

Up, up it ran, not a second it stayed, to utter the least complaint,
Till it fell still lower, and there it lay, a little dizzy, and faint.

Its head grew steady — again it went, and travelled a half yard higher,
"Twas a delicate thread it had to tread, and a road where its feet
would tire.

Again it fell and swung below, but again it quickly mounted,
Till up and down, now fast, now slow, nine brave attempts were
counted.

"Sure," cried the king, "that foolish thing will strive no more to climb, When it toils so hard to reach and cling, and tumbles every time."

But up the insect went once more, ah me, 'tis an anxious minute, He's only a foot from his cobweb door, oh, say will he lose or win it? Steadily, steadily, inch by inch, higher and higher he got, And a bold little run at the very last pinch, put him into his native spot.

"Bravo, bravo!" the king cried out, "all honour to those who try;
The spider up there defied despair; he conquered, and why shouldn't I?"
And Bruce of Scotland braced his mind, and gossips tell the tale,
That he tried once more as he tried before, and that time he did not
fail.

Pay goodly heed, all you who read, and beware of saying, "I can't," 'Tis a cowardly word, and apt to lead to Idleness, Folly, and Want. Whenever you find your heart despair of doing some goodly thing, Con over this strain, try bravely again, and remember the Spider and King.

ELIZA COOK.

A QUIRK OF GRAVITY

Bertie Brown was, as he styled himself, an inventor. Among his inventions there were speedier automobiles, larger and safer dirigibles, and many other interesting and fascinating inventions. His latest was a new type of short-wave transmitter which he claimed would excel all other models both for efficiency in sending messages and in the distance it could send them.

On this new transmitter he had spent many laborious months. Shortly after finishing this invention, he had secured an interview with The Northern Arctic Telegram Company to demonstrate his new transmitter.

Brown looked like a typical inventor when, on to the stage in front of the company officials, he hauled his cumbersome machine. For the next hour and a half he interested his audience immensely by sending quite efficiently, numerous messages across the hall. All went well except when some elderly and corpulent directors were annoyed by the vivid blue sparks which his instrument emitted. After the audition was completed, Brown was asked to return in the afternoon to complete the bill of sale.

Returning in the afternoon, Bertie was surprised to note that the factory was as quiet as a mouse and that no one was to be seen. He

walked down the hall until he arrived at the room where he had demonstrated his transmitter. He grasped the door-knob and then jerked the door open. For the next thirty seconds he stared with amazement at such a strange sight.



Can I Get It?

It was the strangest sight he had ever witnessed. Everything was topsy-turvy. All the furniture of the hall seemed to be as light as feathers for the chairs and tables were floating around the room in close proximity to the ceiling. The president, the general-manager, and the board of directors were also floating around the room like small rosy-faced cherubs. Brown stepped in quickly for he saw that his entrance had caused a draught which made the chairs buffet the officials around. In a minute, Brown sensed what was wrong. He hastened to the

stage on which his instruments were sitting. He turned off a valve and held on to a nearby radiator for by this time he also was feeling

light.

When an hour had elapsed, the gentlemen were able to stand on their feet and demand what had happened. Brown offered a lengthy explanation, saying that he had forgotten to turn off his special ether waves. Since the waves were not being used they had the power to dissolve gravity. This explains why the directors of "The Northern Arctic" had their unexpected heavenwards flight. Needless to say, Brown's invention was not purchased, and to this day it probably lies up in his attic.

GRADE NINE PUPIL.

AFTER BLENHEIM

It was a summer evening,
Old Kaspar's work was done,
And he before his cottage door
Was sitting in the sun,
And by him sported on the green
His little grandchild Wilhelmine.

She saw her brother Peterkin
Roll something large and round,
Which he beside the rivulet
In playing there had found;
He came to ask what he had found,
That was so large, and smooth, and round.

Old Kaspar took it from the boy, Who stood expectant by; And then the old man shook his head, And with a natural sigh: "Tis some poor fellow's skull," said he, "Who fell in the great victory."

"I find them in the garden,
For there's many here about;
And often when I go to plough,
The ploughshare turns them out!
For many thousand men," said he,
"Were slain in that great victory."

"Now tell us what 'twas all about,"
Young Peterkin, he cries;
And little Wilhelmine looks up,
With wonder-waiting eyes;
"Now tell us all about the war,
And what they fought each other for."

"It was the English," Kaspar cried,
"Who put the French to rout;
But what they fought each other for,
I could not well make out;
But everybody said," quoth he,
"That 'twas a famous victory.

"My father lived at Blenheim then, You little stream hard by; They burnt his dwelling to the ground, And he was forced to fly; So with his wife and child he fled, Nor had he where to rest his head.

"With fire and sword the country round Was wasted far and wide,
And many a childing mother then
And new-born baby died;
But things like that, you know, must be
At every famous victory.

"They say it was a shocking sight
After the field was won;
For many thousand bodies here
Lay rotting in the sun;
But things like that, you know, must be
After a famous victory.

"Great praise the Duke of Marlbro' won, And our good Prince Eugene."
"Why, 'twas a very wicked thing!"
Said little Wilhelmine.
"Nay — nay — my little girl," quoth he
"It was a famous victory.

"And everybody praised the Duke Who this great fight did win,"

"But what good came of it at last?" Quoth little Peterkin.
"Why, that I cannot tell," said he, "But 'twas a famous victory."

ROBERT SOUTHEY.

EXERCISE 3

Make an outline of the content of the above poem and write the story in your own words. Avoid the use of direct speech. Try to make your story as realistic as is this one in verse.

Some Characteristics of a Good Story

Usually, though not always, a story consists of three chief and distinct parts. First, there is the Introduction which usually makes clear the *time* and the *place* of the occasion for the story, and often mentions one or more of the main characters. Most important of all, it must include some item of interest which claims the reader's attention from the very first. In short stories, this introduction naturally comes in the opening sentences of the first paragraph: in longer stories, a paragraph or two may be given to the introduction.

Secondly, there is the Body of the story wherein the writer aims to link together in an interesting fashion the *chain of events* which make up the plot. Ordinarily, the body of the story includes only this one thing, and yet all of the writer's skill is needed to knit the events closely. Good diction, descriptive detail in vivid words and phrases, and variety in sentence structure will aid greatly to achieve the end desired.

Thirdly, there is the Conclusion of the story. Frequently, it contains the climax of the story. If the climax should fall within the body of the story, then the conclusion merely gathers together any stray threads of the story and seeks to bring the tale to a natural end shortly after the climax.

Some general qualities are essential in any story you write or tell. It should be brief. It should be interesting. It

should aim to convey one single impression or idea. It should show unmistakable signs of simple, natural diction.

While striving to give your story the above characteristics, you should at the same time remember and apply the simple rules of paragraph structure mentioned in an earlier unit. By this time, obedience to those paragraph rules should be a natural habit. Full attention can now be given to the characteristics which are a part of any good story.

In the model paragraphs above, note the Introduction, the Body, and the Conclusion. Probably, you can imitate one of the paragraphs.

EXERCISE 4

Try putting one of the following groups of facts together to construct just the *Introduction* to a story. Select a title, decide upon the number of paragraphs, and write the introduction.

- 1. Two street urchins, on an old bridge, at midnight, make a frightful discovery.
- 2. On a high mountain, mid the Rockies, at dawn, a small group of Boy Scouts.
- 3. Eight minutes to nine o'clock, Patsy, a lost book.
- 4. Old Jerry the faithful farm horse, at the barn door, on a summer's evening.
- 5. A stalled automobile, a muddy road, late at night, a bride and groom, no hotel in sight.
- 6. Mother, a broken pitcher, in the kitchen, Elizabeth.

Planning a Story

Buildings, machines, books, inventions, and constructions of all kinds are built according to plans. Good stories are not written without some planning and clear thinking. A topic must be selected; the kind of story must be decided upon; the general outline of the story must be planned, mentally at least. It is usually helpful to jot down at random the main points in the proposed outline.

Let us suppose that we are about to write a story on "The Mystery Was Solved." We first jot down some thoughts such as these:



A Coach For A Queen

a birthday party in progress strange noises what shall we do? a search party investigates an unexpected discovery

Though this is the only plan the writer needs to guide him it is wise to construct a finished plan to place at the head of the story where it will serve much the same purpose as the "table of contents" in a book. Therefore, the finished plan might look like this:

The Mystery Was Solved
A Jolly Birthday Party

INTRODUCTION

Body Mysterious Noises

Hurried Conference Our Search Party

Conclusion Cornered At Last!

In High Glee

Introduction Small Boys in Conference

Body Out on a Sleuth's Errand

A Decision to Make

The Best of Good Fortune

Conclusion An Unexpected Discovery

EXERCISE 5

In making out a finished plan it is wise to use meaningful headings. At the same time it is unwise to disclose too much of the story in these headings.

Make out a finished plan for each of any three of the following titles:

1. Out of Bounds

2. It Could Never Happen Again

3. Lost!

4. Fire!

5. An Expensive Holiday

6. A Funny Incident

7. The Inspector's Visit

8. In the Old Banquet-Hall

9. Caught in the Act

10. Just Not Wanted

Figures of Speech

A figure of speech is an intentional changing of the use of a word, phrase, or sentence in order to make an idea concrete, vivid, or beautiful.

With the exception of the power which lies in simple language effectively used, probably no other device is such a strong weapon in the hands of a thoughtful writer as is a figure of speech. There are many figures of speech but at present we need only master a few of those most widely used.

SIMILE

A simile is a stated comparison of two unlike objects which have at least one point in common.

- 1. John's voice was as squeaky as the brakes of our car.
- 2. The lines in his face were like creases in a piece of cloth.
- 3. Red as a beet was he.
- 4. The mob roared like a cage of lions.
- N.B. You will notice that these similes are built around the words as and like.

METAPHOR

A metaphor is an implied comparison between two unlike objects which have one point in common. The metaphor is more concise than the simile.

In other words we might say that a metaphor states that a person or thing is some other person or thing.

- 1. The road was a ribbon of moonlight.
- 2. The man bellowed.
- 3. The scolding winds blew down upon us.
- 4. A cold wave of fear distressed him.

EXERCISE 6

Complete each of the following sentences. Make certain that each sentence contains a figure of speech. In the margin name the figure used.

- 1. Life is a ----.
- 2. The waves sang ----
- 3. He has as much sense as ----
- 4. The waves sang ----.
- 5. of troubles surround her.
- 6. It was as black as ---.
- 7. His strong mind reeled ---.
- 8. He shall be like ---.
- 9. As strong as —— are the muscles of the blacksmith's arm.
- 10. The doll's dress ----.

EXERCISE 7

- a. Complete these similes.
- b. Rewrite the first ten sentences changing the similes to metaphors.
 - 1. John was as lazy as ----.
 - 2. He looked like a ----.
 - 3. The man was as active as ——.
 - 4. He was as changeable as ----
 - 5. The woman drove like ----.
 - 6. That urchin is as sly as ----.
 - 7. Their car looks like ---.
 - 8. Some clever people are as welcome as -----.
 - 9. Mother is as kind as ----.
 - 10. Her hat looks like ----.
 - 11. The night was as clear as ----.
 - 12. My dog is as faithful as ----.
 - 13. Annie was blinking like ---.
 - 14. A cranky man is as objectionable as ——.
- N.B. Each of these blanks might easily be filled in a variety of ways. Try improving upon some of your first efforts.

EXERCISE 8

Fill the blanks with suitable words or phrases to permit the sentences to contain effective metaphors.

- 1. The car —— at lightning speed.
- 2. Darkness --- upon us ere we were prepared for it.
- 3. The man is ——.
- 4. The woman's mind was ---- of information.
- 5. The dog's of war --- once again.
- 6. The whole world is a ---- where every man plays his part.
- 7. Thy word is —— unto my feet.
- 8. A second misfortune —— upon the heels of the first misfortune.
- His enthusiasm for the cause —— all his friends with a similar enthusiasm.
- 10. Night dropped her --- down, and we sat admiring the stars.

Mixed Metaphors

A mixed metaphor is the result when two or more contradictory metaphors are used in one sentence. It is very easy, in speech or written work, to mix metaphors. The following news item will serve to illustrate.

A young politician speaking at a village in Northern Ireland was condemning the Liberal Government for its policy concerning the income tax. The following is said to be part of his speech: "Gentlemen I say they'll be cutting the wool off the sheep that lays the golden egg, until they pump the well dry. I venture to say, fellow-citizens, that there is not a man, woman, or child in this building who has attained the age of fifty years but who has felt these mighty truths thundering in his ears for centuries. (Applause) The young men of Ireland are the backbone of the Empire. What we have to do is train that backbone and bring it to the front.

EXERCISE 9

Make the necessary changes to free these sentences from mixed metaphors.

N.B. Some of these are acceptable idioms as they now stand.

1. The strong pillar of the society has fled.

2. The chariot of morning peers over the mountain tops.

- 3. The colonies are not yet ripe to sever connections with the Mother Land.
- 4. A varnish of politeness makes his actions palatable.

5. Young Tom was now launched on the road to success.6. Macbeth decided to take up arms against a sea of troubles.

7. An avalanche of fear consumed his mind.

8. His bosom was swollen with the flame of anger.

9. Such statements are searchlights that glance upon the ear.

10. I smell a rat; I shall nip it in the bud.

Some Stories to Read

WAGERS, COWS AND CAMPERS

It was dusk. The reflection of the sun on the bay flecked the water with silver. The bells of the half-wild cattle could be heard as the cows moved about the swamp. It was on a high rock formation between the bay and the marsh that we had pitched our tent.

Leaning against a small pine, which derived its nourishment from a thimbleful of earth in a crevice, I was surveying the swamp to the south and below me. My chum was gazing in the same direction and he remarked that swamps meant mosquitoes and mosquitoes, little sleep. I argued that we were too far away from the bog to worry about mosquitoes and, in any case, we were too high for the pests. Then, with the easy deliberate swing of an expert, he clouted the fly which chanced to light on his nose and fell to unpacking his knapsack.

A Typical Canadian Scene

After spreading our blankets, we sat down to talk about "things and stuff." We had a few minutes idle gossip; then, sprawling across our blankets we settled down for what turned out to be one of the most uncomfortable nights ever spent by man.

It was one of those summer evenings when one is comfortable without blankets. I lay awake watching the sky through the open front of the tent and saw the first star of the night; the lusty snoring of my

chum told me that he was dead to the world.

Soon the large silvery moon began its long journey from horizon to horizon and with the moon came hordes of mosquitoes. That droning buzz, which announced the advance of the insects, was to haunt us all night, and even the memory of it later made us itch.

One of the little creatures was reconnoitering in the vicinity of Don's nose, but that hand swung upwards and dealt a blow felt by more than the insect. With a yell, my friend sprang up like a

"jumping jack," caressing an injured nose.

The only protection from the mosquitoes was a blanket, but on that hot night such a covering was not welcome. Don decided that he would be cool and scratch; I chose heat minus mosquitoes. I wagered that it would take more than insects to drive me home.

All was quiet except for the incessant hum, broken occasionally by a loud clap as the death toll of the mosquitoes mounted. Now and then, we heard in the distance, a cow-bell but always that monotonous

buzz.

I was about to lower my colours in the face of the ever-growing hordes of mosquitoes when the crowning event of an eventful night permitted me to dodge my wager with dignity. A series of clanks ended abruptly as our tent was rent from "stem to stern." There in the breach stood Madam Cow gazing placidly at two startled campers.

It was the work of a moment to persuade the heavy-eyed Don that possibly more substantial sleeping quarters would be advisable. Needless to say, for the rest of the summer I carefully avoided the question of my immunity to mosquitoes.

GRADE NINE PUPIL.

AMATEUR POLICEMAN

One evening, Roy and I were reading in the upstairs sunroom which faces the back garden, while outside there was a gentle downpour. The night seemed very dark. Only the light of our window was reflected on the lawn. It was about ten o'clock and we were alone in the house.

Roy was just getting up to open the window, when suddenly he stood stark still, as if petrified, staring fixedly out the window. With one bound I was at his side, and, following his gaze, saw a dark, sinister figure moving stealthily toward the house.

A burglar surely! Our chance had come! Imagine helping to catch a criminal!

No prompting was needed to speed us into action. Our plan was formed as we raced down the stairs. Roy was to telephone the police, while I must in some way detain the burglar until aid should come.

In considering my line of action, I mentally put myself in the position of the burglar and decided that he would undoubtedly enter the basement by a rear window. From this point of vantage he would expect to listen for an opportunity to enter the upstairs rooms.

Seizing my flashlight, I hastened first to secure the basement window, but in my great excitement the sash slipped from my grasp and crashed heavily. Had this alarmed the burglar? If so, he would try to make his escape by the side entrance. I raced around, but to my dismay, was just in time to see him leaning over the fence a few feet from me, with a fur coat clutched tightly in his arms.

My heart dropped heavily within me, and for a moment I felt baffled. However, I discovered that with the aid of my flashlight, I could easily pick out his footprints in the soft soil. Shouting to Roy to follow as soon as the police arrived, I took up the chase.

It was with great difficulty, but with the keenest enthusiasm that I followed the fugitive over the vacant lots, down a steep ravine and to the edge of a stream. Here, for some time, I lost the trail, finding it finally some rods further down. The tracks then led upward along a wooded hill and out into an open field. Finally, I found myself nearing a row of houses once more.

Here I was brought to a halt beside a fence, where the footprints abruptly ended. I discovered, however, that the fence butted on the back of a garage, and, upon investigation, was satisfied that the burglar

must have gone over the roof in through the open window; for over the fence I could see, once again, the unmistakable prints with which I was now so familiar.

The man himself, however, was nowhere to be seen, and I stood, staring stupidly about me for some minutes. Finally, without any clear motive and feeling somewhat disgusted, I kicked aside the small square of oily linoleum on the centre of the floor. Imagine my delight to discover a small trap door beneath! Here, then was the end of the trail.

So near my quarry at last, I began to be quite nervous. I tried the trap door cautiously and, I must admit, it was with a sense of relief that I found it locked.

At that moment I heard the policeman's whistle. Repeated calls and answers were exchanged. Soon two policemen followed closely by Roy, appeared, and after considerable prying we succeeded in removing the trap door.

Peering warily in we saw the figure of our captive, slumped over a table, clutching in one hand a small medicine bottle from which most of the contents had been spilt about. He seemed dazed and ill.

Roy and I were able to assist the police in getting him out to the street. Here a car was commandeered, and our prisoner was rushed, first to the hospital for medical examination, and later to the police station.

About two o'clock that night, two tired boys were dropped at their own door by a city police car and left with the welcome assurance that

they would be required later as witnesses.

In due course, the case came up in court, where the prisoner pleaded guilty to a long chain of thefts. Roy and I were heartily thanked for our part in the capture, although we felt well enough repaid by the adventure itself, and by the satisfaction of having aided the law in ridding the community of a constant menace to its peace.

GRADE 11 PUPIL.

HURDLES, HORSES AND HOUNDS

Dad had promised to take me horseback riding at eight o'clock on Thanksgiving Morning, so when the long-awaited time arrived we drove up to the Nimrod Riding Stables.

The weather was fine and although there was a slight nip of frost in the air, the sun shone brightly and the woods were a gorgeous display of autumn colour. Our horses were high-spirited and for quite a while we cantered along narrow bridle-paths and galloped across open fields.

Suddenly, while we were resting under the sheltering branches of a giant oak, the bay of hounds and the beat of approaching hoofs met our ears. In a second, the Master of the Hunt appeared, galloping in full career. He was dressed in pink riding coat and wore a tall, black, silk hat. Soon the other members of the party raced past us and our horses instinctively joined them. Willingly or not, Dad and I were in the Hunt!

The hounds set a dizzy pace and, although the horses followed them with ease, I considered myself lucky to stay in my saddle. Before I could collect my scattered wits, I experienced a peculiar sensation of flying and then realized that we had just jumped a five-barred gate. We rode after the hounds o'er hill and dale, one minute leaping a shallow creek, and the next trotting up a wooded slope. One of the horses stumbled, the rider being thrown to the ground. Undaunted and unhurt, he remounted and continued in the chase.

When we jumped over one of the numerous "snake fences" which border most Ontario farms, we were immediately signalled to halt by an old farmer who was harvesting his root crop. Hurriedly he explained that he did not want his choice mangolds trampled or destroyed, and that we would have to proceed in another direction. Without argument, the party moved off, not knowing where to pick up the trail or the hounds.

As we rode along the edge of the field I heard faintly the yelping and whimpering of the dogs. Hoping to beat the rest of the riders and to be first at the death, I forced my horse through a dense thicket, only to find that three hounds had followed our little black and white friend, the skunk! Feeling very humiliated I quickly rode back and joined the rest of the party.

The main group of hounds was now keen on the trail of the elusive fox and we were kept quite busy following them.

Slowly but surely, the hounds gained on their prey which was visibly exhausted. At length, they cornered him in a rock pile and the poor animal was quickly and viciously devoured by the snapping jaws of the hungry pack. To my extreme delight, the Master presented me with the "bush" and I triumphantly rode back to the stables in the front row.

On arriving at the club house the men began changing into their civilian clothes, and I, feeling out of place, prepared to leave.

"Let's go!" cried a tall thick-set man who was standing near me.

"Let's go!" "Wake up!" "You've been dreaming!" shouted my Dad. Awakening from my stupor, I rose and rapidly stumbled after my rather out of the warm waiting-room into the crisp autumn air. The stable clock showed eight-fifteen and near the door were the horses, saddled and ready to go.

For the next hour or so we had an enjoyable but uneventful ride

along gravel roads and lanes of the countryside.

GRADE 10 PUPIL.

A HALLOWE'EN INCIDENT

Hallowe'en was an eagerly anticipated event in the lives of country folk in the years gone by. There were not as many forms of amusement as we now enjoy, and at this time of year in particular, the carefree spirit of youth was unrestrained. In the years immediately following the turn of the century, a small Canadian town provided a humorous example of how a Hallowe'en prank on an over-oppressive farmer of the district brought headaches and aching muscles instead of suppressed jubilation.

It was evening. The day had been fine and now a tinge of frost lent a zest to the autumn air. The sun shot blood-red streaks across the sky as five husky farm lads chatted together in the roadway, and plotted a long-anticipated revenge on Robinson, a stern old-time farmer who lived down the line. It will be sufficient here to state that

they had many grievances - so had he.

As the clocks in all the farmhouses of the countryside were striking ten, five slinking shadows silently entered the Robinson barn. next day, Saturday, would be market day and Robinson had a wagon load of grain in the barn ready to take to town first thing in the morning. It certainly seemed that higher powers were in league with the rogues, for before the search for mischief had even begun, there standing before them was an opportunity to register their disapproval

of the farmer's attitude toward them in the past. The lads, who, by the way, were long past the days of childhood, plotted for a moment and soon set to work unloading the wagon. In the barn there was a large platform stretching across several beams about forty feet above the floor. This was used during the harvest season for storing the excess of bulky grain before threshing, but at this time of year it was not in use. After unloading the wagon, the scoundrels proceeded to take it apart and haul it piece by piece to the platform above. This was accomplished by means of a rope which was usually attached to a hay-fork and suspended from a rafter high overhead. The operation completed, they hauled the bags of grain, too, into the rafters and began to assemble and reload the wagon.

Robinson and his family were in bed and asleep before the arrival of the mischief-makers, but strange noises coming from the direction of the barn and an occasional growl from the dog on the verandah below, had awakened the farmer. Curious, he decided to investigate. Hurriedly slipping into his trousers and a coat, he crept silently, shotgun in hand, across the barnyard. Finding a crack through which he could catch a glimpse of what he supposed might be a thief, he saw the lads at work and immediately guessed their intentions.

The boys chuckled as the last bag was loaded. Their job completed, they dropped down to the floor by means of the rope and sat down to rest and laugh over their prank. But just at this point, the barn door creaked on its rusty old hinges and they rose to see the stern eyes of Farmer Robinson glaring at them. Their first impulse was to run, but the farmer could distinguish their identities in the lantern light and then too, that gun had a mysteriously magnetic effect on the villains.

Silently he approached them.

"Well," he said, "you lads have worked hard to-night and I admire you for it, but your work is not yet completed. The wagon and its load must be brought down again." He patted the barrel of the old shotgun affectionately.

Needless to say, the job was completed. Those boys are now middleaged men but the story of how the Robinsons almost missed the market is still to be heard around that countryside.

GRADE 10 PUPIL.

Informal Notes and Social Letters



Though informal notes and social letters lack the plot found in any ordinary story, they are, nevertheless, a form of narrative. There is something to tell, and it should be told informally and naturally.

nomon!

Heart TIME

Any note or friendly letter is usually written to one person only, but we frequently hear of many people who enjoy some particularly good letter originally intended for one person only. Specially do we all enjoy letters which come from other lands. Have you ever been away from home long enough to experience the real thrill to be had in reading letters from home? Did you ever hear that the home folks enjoyed your letters when you were away from home?

Recall the form of the informal note or social letter, reminding yourself of the heading, the salutation, the

complimentary closing, the signature.

In writing the content of social letters we should give more attention than ever before, to the *style* of what we say. Social letters should be written on a good grade of correspondence paper; they should be newsy; they should be natural and informal; they should be interesting; they should be properly paragraphed.

In the following informal notes, we can readily see the informality and naturalness so necessary in any brief message of this type.

702 Rushton St., Ottawa, Ont., May 1, 1941.

Dear Ted,

When I came downstairs this morning, your note was lying on the breakfast table. I scarcely need tell you that I read it before even touching one of Mother's bran mussins which were only a matter of inches away.

Well, your plan for this next week-end sounds not only interesting but thrilling. You may expect me on Friday night's train. That is one train I shall not miss. Saturday morning in the woods and the afternoon for fishing! It seems too good to be true.

Till Friday night,

Your friend,

106 Pine Rd., Hamilton, Ont., May 6, 1941.

Dear Louise,

Mother has bought tickets for Saturdays circus at the Exhibition Grounds, and to make the day complete we need you to join us. I don't mean that you are to be one of the exhibits but rather I do mean that we can have a rare good time if you come. My cousin in Winnipeg saw this same circus last week. She said she never saw such silly clowns.

Don't disappoint us. We shall meet Friday night's boat.

Mabel.

EXERCISE 10

Write one of the following notes:

a. Invite your cousin to meet you at a certain place on a certain date.

b. Ask a friend to aid you in finishing a prescribed task.

c. Tell a friend of your recent escapade and ask his advice about it.
d. Mention a good moving picture which a friend should not miss seeing.

e. Explain your absence from a party to which you were invited.

There is little difference between the informal note and the friendly letter. Because it is longer, the letter requires more careful organization. But in writing it we still need to remember that we are chatting with a friend. Note how this quality is exemplified in the letter below:

> "Maple Ridge," R.R. No. 3, Brampton, Ont., Feb. 26, 1941.

Dear Alex,

Your recent letter just brimful of news was awaiting me when I got home from school for the week-end. It was just like taking a trip to read of your adventures on the way to your new home in Vancouver. And what excitement since you arrived! Just imagine seeing a shark, seeing all through an ocean liner, and visiting that huge saw-mill all within the first week! I do nope you will tell me more about those intensely interesting things you are doing.

We have had our own share of interesting things happening here. In town, a travelling "Players' Club" regaled us with three nights of plays. Everybody was all excited about such an event and it seemed as if the whole town turned out to the town-hall. The first play, intended to be a serious one, turned out to be a bit too hilarious. Several things went wrong. The curtains stuck at the end of the first act and would not close. The policeman rang the curfew-bell on the town-hall just in the midst of the most serious part of the play. The fire-reels screeched by just when the actors were supposed to be speaking in whispers. Half way through the last act the town lights went off and stayed off until long after we got home. The productions of the other two nights were of a mediocre calibre. Our own class at school could do much better.

A new Athletic Club has been formed by the young people in the town. It gives promise of some fine sport for all of us. I shall

keep you informed.

Here at the farm, we have been having some right good fun. Our hired man was married last week at Jennie Brown's home. (He did marry Jennie after all). We played all sorts of tricks on John for two weeks before his marriage. We put straw in his bed, sent him on all kinds of "wild goose" errands, got several people to telephone him (long distance) and offer all kinds of advice on how to live happily when married, and we almost made him believe that the town band was going to parade to his wedding. I suppose it was a bit disturbing for John but, after all, we have waited a long time for him to get married.

What say you to this bargain? I shall keep you posted on the news here if only you will tell me more of your good times in your

new home.

Your old friend, Harry.

Some Guides for Friendly Letters

- 1. Write on one or two topics that will be of interest to your reader.
- 2. Plan your letter. Organize it at least to the extent that it will not be a mere jumble of ideas.
- 3. By using appropriate details, try to make your reader see what you saw.
- 4. Strive for an interesting opening and an interesting conclusion.
- 5. Keep the whole letter in the informal, chatty style.

Write out the following headings for letters. Make any suitable abbreviations and give special attention to spacing and punctuation. 106 South Bend Avenue Edmonton Alberta January 10 1938; 173 Oriole Boulevard Victoria British Columbia April 23 1938; R. R. No. 3 Napanee Ontario July 27 1940; The Green Lantern Three Rivers Quebec October 21 1940; 1678 Riverside Drive Saint John New Brunswick August 7 1940.

Off For A Morning Ride



Write a letter to a friend who has recently moved to a distant city. Describe some event of importance which has taken place since your friend moved away.

EXERCISE 13

Write a letter to a cousin whom you have not seen for five years. Invite him to join your family on holiday next summer. Make plain why you think he should not fail to come.

EXERCISE 14

Write a letter to a friend making clear the exact reasons why you cannot continue in some project previously planned.

EXERCISE 15

Write a letter to an uncle or aunt describing some scene which you are not likely to forget.

Business Letters

Business letters are of many kinds but all kinds have some feature in common. In the examples below, notice the spacing and wording of (1) the sender's address and the date; (2) the receiver's name and address; (3) the closing salutation and signature. Notice also the straight-forward statement of the message. Be brief, be clear, be courteous.

A Letter of Acknowledgment

310 Logan Ave., Edmonton, Alta., Jan. 8, 1941.

The R. J. Deachman Co., 726 Hudson Ave., Regina, Sask.

Dear Sirs:

A week ago I received from your office a new book, "Broader Visions," which you were kind enough to send on to me as a complimentary copy. It has been my companion now for four evenings, and I have no hesitation in recommending it as the best book of its kind that I have read in the past 10 years.

The setting is unusual; the characters are natural and yet almost unique; the language is dignified but not too lofty; the climax, in that eastern city, is a gem of description not to be forgotten.

I shall have no objection whatsoever if you wish to use my name as one of those who read and thoroughly enjoyed one of the first

new books of 1941.

I wish you every success in publishing books of such a calibre.

Yours truly, John E. Mason.

J.M/S

EXERCISE 16

Review the form of the business letter and write a mimic of the above letter.

EXERCISE 17

Write a brief business letter in which you seek an appointment to put in a written application for a position which you have seen advertised.

A Letter of Application

R.R. No. 1, Stoney Mountain, Ont. April 27, 1941.

Mr. R. S. Smith,
"The Beeches",
Hampton, Ontario.

Dear Sir:

In the last issue of "The Farmer's Journal" I read your advertisement inviting application from those who desire to learn the business of butter-making and butter-marketing. I beg now to submit

my application.

I am 16 years of age and possess my complete Junior Matriculation standing gained at our nearby High School. I cannot boast of high scholastic standing, but on the other hand I can look back on a school record wherein I gained promotion every year. All my life has been spent in rural surroundings since I have lived only at this one address and only on this farm. There has been no opportunity to gain any experience in butter-making except the general experience I have gained in ordinary farm life,

For character references, I am pleased to refer you to Mr. E. J. Ruttan, R.R. No. 1, Stoney Mountain, Ont., and to Mrs. R. O. Walker, South Bond, Ont.

If you should wish to see me personally, I shall be glad to call

on you at your convenience.

Yours truly,

Jim Brown.

EXERCISE 18

Write a letter, modelled on the one above, to the secretary of your local School Board applying for the position of janitor in your local school.

or

Apply to the Manager of the local dairy in your town for a position in the office of his dairy.

EXERCISE 19

Write either a letter expressing satisfaction with, or a letter expressing complaint about a shipment of goods which your firm has received. In this case, since you write from a company's office, your letter-head should carry, in the centre of the page, the name and address of your company, somewhat as follows:

The John O. Dickson Co. Ltd. Hardware and Chinaware, 632 Oliver Ave., Winnipeg.

The Telegram

In writing out a telegram you are permitted to write incomplete sentences for the sake of brevity in the message. That privilege carries with it the added responsibility of maintaining clearness in the message. The following qualities are essential in a telegram.

- 1. Addresses must be clearly stated.
- 2. Brevity.
- 3. Absolute clearness.

A Model Message

116 OAK ST

HARRY RODGERS
483 HARPER ST
OTTAWA

WINNIPEG APR 3 1941

SORRY CANNOT COME BUSY MAY COME NEXT WEEK WRITING JAMES

- 1. Write a telegram to a friend at a specific address in Vancouver advising as to the exact time of your arrival in that city.
- 2. Write the message only of a telegram in which you cancel an appointment.
- 3. Write the message only of a telegram which informs you of some unusually good news.
- 4. Write a full telegram asking for an explanation.

Advertisements

- BOY—alert, intelligent, at least 14 years of age, for good junior position in an office on Saturdays; apply in own handwriting, state age, schooling, and references; \$1.50 per Saturday to begin.
- GIRLS WANTED Large fruit farm requires girls for June and July. Apply in own handwriting; state age, education, references. Wages \$14.50 per week; more later if satisfactory. "The Plum Road," Ayon, Ontario.
- BOY To act as messenger boy for a druggist after lunch hours. State age and give references. Box 62, The Tattler.
- GIRL To act as doormaid in a doctor's office. State age, education, references. Box 10, The Spectator.

EXERCISE 21

Compose two advertisements modelled on the above samples.

EXERCISE 22

Write the letter of application for any one of the positions advertised in the four advertisements above.

STORIES OF CHILDREN IN OTHER LANDS

Suzanne of Belgium			S. S. FARNAM
Märbacka		•	SELMA LAGERLOF
Jasmine			Anna Ratzesberger
Daughter of the Narikin			ETSU SUGIMOTO
Daughter of the Eagle			NEXHIMIE ZAIMI
China Quest			E. F. Lewis
Jean and Company Unlimited			H. P. Curtis

UNIT 9

Exposition

Definition. Exposition is the art of explaining.

Scope and Value. How many times have you heard a small child ask such questions as these: "Why does it do that?" "What makes it go?" "Who broke it?" "When will it come?" "Where does it come from?"

Intelligent answers to such questions provide young children with much of their earliest knowledge of the world

"We Know How"



round about them. In a similar manner, alert people acquire much of their knowledge all the way through life. Inquiring minds discover much of the world's knowledge. People who ask "Why" or "What," and then resolutely determine to find an answer for such questions cannot help becoming well-informed people. They explain things to their own satisfaction. Of course, a second problem faces them just the moment they seek, orally or in writing, to explain their findings to other people.

Did you ever stop to think of the vast amount of explaining that is done in the world? Each new generation has to be instructed, and therefore the art of explaining is found in almost every walk of life. A teacher explains to his pupils; the manager of a store outlines policy to his assistants; a coach instructs his team; a salesman expounds the virtues of an article; a farmer makes plain certain duties to a hired man; a doctor gives instructions to a nurse; a lawyer defends his client in court; a newspaper editor lays the world's news before our eyes; a political party prints its platform. Indeed, can you imagine any walk in life where it would not be advantageous to understand the art of explaining?

Essential Qualities. Exposition is the art of explaining. Proficiency in any art is achieved through hard work. True, one may possess a certain talent for some art; but equally true it is that not even a talented person can achieve distinction without hard work. Therefore, early in our study of exposition it is essential to point out and stress that the speaking or writing of good exposition is achieved only by rigorous attention to certain principles.

1. First of all, let the exposition be organized. How easy it is to confuse a reader if the details are not in logical order! How pleasant to follow an explanation built up in orderly fashion!

- 2. Secondly, let the exposition be <u>clear</u>. If the explanation is not clear, it can never be good exposition. Simple, concise language is essential.
- 3. Thirdly, let the exposition be brief. Usually exposition, by virtue of its conciseness, is highly condensed. Since the capacity of the human brain to absorb information is limited, no exposition can afford to be too long. Again we fall back upon conciseness. In all explanations, hold rigidly to organization, clearness, brevity.

Some Suggestions



Hit the nail on the head.

- 1. Know the subject thoroughly. No one can explain that which he does not know. In no small measure, his ability to explain any subject will be determined by the accuracy and the amount of his own knowledge of that subject. Therefore, knowledge of subject matter is a prime essential.

 2. Arrange the facts or steps in clear progression. The time order or the space order are the most useful guides in building up explanations.
- 3. Use connective words which show definitely the connection between successive parts. Give extra attention to the opening words of each new sentence. Above all, see that the sentences flow smoothly. Avoid too many then's and next's for connecting words.

4. Go straight to the point. The introduction should always be brief, enabling the writer to get on with the task in hand. Use a minimum of description. Aim to get the facts before the reader in a clear, brief, well-organized paragraph or essay.

EXERCISE 1

Write a note to the principal of your school explaining your three day absence from school. The note should include the date of writing, the principal's name, the dates of your absence, the reason for your absence, and anything else you feel should be included in a note of that nature.

EXERCISE 2

Write just the body of the following notes:

- a. Tell your brother where to meet you at 5.00 a.m.
- b. Assure your Mother that you will be on time for an appointment with her.
- c. Explain to a speaker why you are inviting him to address your club.
- d. Tell a friend how to reach your house.
- e. Make clear why you lost the race.
- f. Explain to your Grandmother why your plan is better than hers.

EXERCISE 3

In answering each of these questions, confine your answer to one clear, concise sentence. Seek variety in kind, length, and opening of the sentences you write. Give heed to punctuation.

- 1. Why does salt melt ice?
- 2. What portions of Ontario did La Salle traverse?
- 3. What factors contributed to the success of the best holiday you ever had?
- 4. Suggest a probable difficulty in securing a school hockey rink.
- 5. Mention a strong argument in favour of compulsory voting.
- 6. Why read biography?
- 7. What aspects of farm life are most attractive?
- 8. Wherein lies the value of manual work in school subjects?
- 9. In what parts of the Dominion are the most valuable minerals found?
- 10. What do you think of dental inspection of secondary school pupils?

- 11. Name two advantages of having a brother?
- 12. Is the earth round?

13. Define "an ideal friend."

14. Mention one form of bad advertising.

15. What is the difference between the North Pole and the North Magnetic Pole?

Methods of Exposition

Step-by-Step. Many of the expositions which we are called upon to make require simple step-by-step explanations such as we give when we answer questions like these:

- 1. How do I get from the store to the post office?
- 2. Where do I find the tourist camp?
- 3. How do I register in that school?
- 4. What points does the book stress?
- 5. How do I fill a fountain-pen?
- 6. How shall I carve a roast?

From Store to Post Office

The store mentioned is three doors from Empress Street. Turn left along Empress Street, and proceed for four blocks. Turn right for two blocks, and you will see the Post Office diagonally across the street.

How to Register in That School

Registration takes place during the three days preceding school-opening on September 1st. One may register at the school between 9.00 a.m. and 5.00 p.m. Inside the front door, on the left, is a table on which one will find application forms headed respectively "Academic Courses," "Commercial Courses," "Vocational Courses." Select an application form for the course desired and, at one of the nearby tables, fill out the information requested. Attach to the form any school certificates previously secured, and hand them in at the wicket marked "Applications." Wait until a clerk checks the application and the certificates, both of which he keeps for the time being. This clerk will indicate the number of the classroom to which the applicant should proceed at 8.45 a.m. on September 1st.

How to Fill a Fountain-Pen

In filling a fountain-pen, the first step is to remove the cap. One should then uncork the ink-bottle. On the barrel of the pen will be

found a filling lever which must be raised as far as it will go. At the same time, the nib is inserted in the ink-bottle. The pen has to be in far enough for the ink to cover the small hole found on the surface of the nib. The filling lever should then be slowly closed and pressed firmly into place. Finally, any excess ink on the nib must be wiped off with a blotter. The pen is now ready for use. If it is not to be used at once, the cap should be replaced on the pen.

GRADE 10 PUPIL.

How to Carve a Roast



Place the roast in a position that will give you the maximum of space for your task. It is advisable to begin with a few preliminaries such as enjoining the family to keep silent, and fetching another carving knife—the first one is always blunt. Place the fork in the roast wherever it will penetrate and carve slices as thinly as possible, trying to ignore the flying torrents of gravy that will envelop table-cloth, family, and anything else in the line of fire. The best results will be obtained by having bacon and eggs for dinner next time.

GRADE 12 PUPIL.

EXERCISE 4

Imagine yourself standing on the sidewalk in front of your school answering the following questions. If answering them verbally, you would be able to use gestures. Try writing down the answers which should be given to any three of the following inquiries.

- 1. How do I get to the Post Office?
- 2. How do I get to the Railway Station?

- 3. How do I get to the nearest doctor's office?
- 4. How do I get to the Public Library?
- 5. How do I get to the nearest drug store?



"Play Ball!"

This exercise will test your ability to answer one of the "How to Do" questions. Obviously, there are scores of possible topics. Try writing clear, brief, well organized answers for three or four of these.

- 1. How to hit a home-run.
- 2. How to spend a one-day holiday.

- 3. How to light a fire without matches.
- 4. How to make a tasty sandwich.
- 5. How to convince my brother.
- 6. How to eat with chop-sticks.
- 7. How to carve a roast.
- 8. How to put on an overcoat.
- 9. How to get into mischief.
- 10. How to wash a car.

Answer each of the following. Limit yourself to four sentence answers. Every answer must be clear and concise.

- I. What qualifications are needed in the president of a Boys' (Girls') Club?
- 2. How would you aid a person who has been burned?
- 3. When would you advise holding the party?
- 4. Where shall we find information about early Arctic explorations?
- 5. How shall we get the baskets to the picnic ground?
- 6. Whose responsibility is it to introduce the motion?
- 7. What causes thunder?
- 8. Why do you believe the earth is round?

EXERCISE 7

A cousin in a town or village several miles away asks whether to come to your place by automobile, train, or bus. Choose what you believe is the best means of travel and write a short letter giving him directions how to reach your home.

EXERCISE 8

Write specific directions for one or two of the following:

- 1. A farmer is instructing his hired man as to his duties for the day.
- A lady is instructing the maid in the duties to be attended to during the forenoon.
- The business man tells when and where his chauffeur should call for him.
- The hockey coach calls his captain to the side of the rink for instructions.
- 5. A commercial company writes a recipe for "Dad's Cookies."
- 6. A railway agent shows a customer how to save five hours on a trip.
- 7. An office manager outlines the duties of the office boy.
- 8. A farm boy tells how to operate a bird-trap.

Answer any two of the following:

1. A manager of a business firm sends a telegram to a salesman changing instructions previously given to the salesman. Write a telegram not exceeding 50 words.

2. A tourist agency gives specific instructions on how to pack a trunk.

Write the paragraph.

3. A doctor tells a nurse how to attend to a patient for an eight-hour period. Write the directions.

4. A coach suggests five points on "Keeping Fit." Write them in a

paragraph.

Definition. A second method of exposition is by definition. In any definition, three specific parts are discernible, viz., the object or thing being defined, the class to which it belongs, the particular qualities it possesses. Often more than one good definition can be given to explain a given object or thing.

WHAT IS GOOD

"What is the real good?" I asked in musing mood.

Order, said the law court; Knowledge said the school; Truth, said the wise man; Pleasure, said the fool; Love, said the maiden; Beauty, said the page; Freedom, said the dreamer; Home said the sage; Fame, said the soldier; Equity, said the seer;—

Spake my heart full sadly; "The answer is not here."

Then within my bosom Softly this I heard: "Each heart holds the secret: Kindness is the word."

O'REILLY, Poems.

In any definition, certain specific parts are included: the name of the object, the class to which the object belongs and the particular qualities of the object must all be given.

N. B.

1. A noun is a part of speech which is the name of anything.

2. Croquet is a game played on a lawn with mallets, wooden balls, and arched wires.

3. A ballad is a story told in song.

4. A cathedral is a church which is the headquarters of a bishop.

EXERCISE 10

Using a dictionary and a chart like the one above, write out a definition for each of the following: monoplane, hysteria, roundelay, myrtle, hymn, dredge, coral, hydrometer, flute, czar, synod, tyrant.

EXERCISE 11 Diegele, friend

Fill in the "particular qualities" and so make each of these a good working definition, complete in one sentence. Watch the sentence structure. Your definition should be clear, concise, and well organized.

- 1. A scoundrel is a person ----.
- 2. A slug is a piece of metal ----.
- 3. A marmot is an animal ----.
- 4. A kennel is a house ----.
- 5. A demon is a spirit ----.
- 6. A grill is a gridiron ----.
- 7. A gridiron is a grated utensil ----.
- 8. A utensil is an instrument ——.
- 9. A comb is an instrument ——.
- 10. A chant is a song ----

EXERCISE 12

Write a single sentence definition for each of the following. In each definition, bracket with a round bracket the "class" specified, and with a square bracket the "particular qualities" mentioned; thus:

A constellation is (a group of fixed stars) [to which a name has been given.]

fairy, crater, crank, ice, oxygen, omen, viper, thrift, plebeian, promenade, scythe, bramble, hydrant, pirate.

Longer Definitions. Often the one sentence definition is insufficient. Some expansion of the "particular qualities" is needed, else the reader or hearer will have a poor idea of the thing defined. In writing the longer definition (likely a paragraph), it is wise to condense into one sentence a concise, clear statement which gives the reader or hearer a good general idea of the object being defined. This working definition is usually placed first in the paragraph and is followed by several sentences which make clear the functions of the "particular qualities" alluded to in the working definition. Inevitably, some description will be used.

We might define "a cathedral" thus:

A CATHEDRAL

A cathedral is a church which is the headquarters of a bishop. Sometimes we use the term "bishop's seat" instead of headquarters. The cathedral itself is usually a large church, more ornate than the ordinary church. Several clergy are attached to this large church, and at the head of the group is the bishop who supervises the specified area served by the cathedral. He directs all the clergy of the various parishes, and is responsible for the general religious welfare of the district. In the cathedral, he has a special chair, in which he has the right to sit during any church service. The cathedral is, therefore, the bishop's seat of government.

A Pupil's Exposition.

We might define "a volcano" thus:

A VOLCANO

A volcano is an opening in the crust of the earth through which molten rock or lava is thrown into the air. This lava, along with other stones and quantities of steam, is flung into the air with terrific violence. The steam is heated far above the boiling point of water and it escapes with such force that it drives the rocks before it as by an explosion of gunpowder. Sometimes these pieces are pulverized so that they are dust floating away in the form of a cloud. But most of the rock falls near the mouth and makes the volcanic cone.

A Pupil's Exposition

Somewhat after the fashion of one of the above two paragraphs, write a definition of one of the following: an embargo, a trade-union, the Crusades, a typewriter, the Reformation, a department store, Divine Right, an encyclopedia.

EXERCISE 14

You are the secretary of a local historical society and, in answer to an inquiry, you are required to write a letter explaining (by definition) what a certain historical term means. Write the letter from 107 Pacific Avenue, St. Catharines, Ontario, to 326 Royal Street, Prince Rupert, British Columbia, defining one of the following:

The Family Compact, Confederation, The Order of Good Cheer, Seigniorial Tenure, The Coureur de Bois, The Hudson Bay Com-

pany, The Pacific Scandal.

EXERCISE 15

Prepare a short speech in which you explain by definition one of the following terms: A School Section, A Town Ward, Rotation of Crops, The Public Utilities Commission, The Museum, The Fall Fair, The Circus, Sugaring-off, Local Improvements, The Tractor.

EXERCISE 16

Using diagrams if desired, explain the construction and the operation of one of the following. The first paragraph should clearly define the object, and the second paragraph should tell how it works.

a thermometer, a percolator, a grindstone, a crow-bar, a vacuum cleaner, a pulper, a lawn mower, a mousetrap, a glider, a pipe-

wrench, a corn harvester, a cash register.

Longer Expositions

Some topics, because of their very nature, require a longer exposition than do most of the topics mentioned above. An exposition of three or four paragraphs is sometimes required. Obviously, an essay of that length needs to be planned. Before writing it, for the sake of good organization, it is well to draw up at least a rough outline.

How to Build a Campfire

Few people know how to build a good campfire. They build bonfires instead, and cook themselves rather than their food. A campfire



A Roadside Fireplace

worthy of the name is a small fire so confined between logs or stones

that it is really useful for open-air cookery.

When it is time to think of preparing a meal, choose a good location for the fire — a spot clear of brush and free from dead grass and leaves. Collect dry wood of all sizes from twigs to logs, and stack it in the form of a pyramid between two logs or large stones, the twigs on the bottom and the larger branches on top. Set fire to the pile, on the side from which the wind, if any, is blowing, and as the flames grow add more fuel, tending the fire carefully until the space between the logs or stones is filled with glowing coals.

This is the ideal campfire. A frying pan or grill may be placed over the outside supports, and a coffee pot directly on the coals; thus there is no need of burning either yourself or your supper.

A Pupil's Exposition.

How to Mend a Punctured Tire

When one finds himself with a punctured tire, the first thing to do is to remove the tire from the wheel and to take from it the damaged inner-tube. This done, one is at once faced with the difficulty of finding the puncture. A simple method of overcoming this difficulty, is to partially inflate the tube and then immerse it in a tub of water. The bubbles caused by the escaping air can be easily traced to the puncture. One should not forget to mark the puncture clearly with a pencil, otherwise this process will have to be repeated.

Permit the tube to dry and when all the moisture has disappeared take a piece of fine sand-paper and rub the tube briskly around the puncture. Being sure that a good square inch of the rubber around the hole has been scraped, take a tube of very strong glue (preferably

the type that is manufactured especially for this purpose), squeeze a generous amount on the puncture and spread it evenly with a finger or a small stick; then let it dry for about two minutes. While the glue is drying, take a sheet of tire patching and cut off a piece about one square inch in area. The corners should be cut off making the patch into the shape of a hectagon. On the bottom of the rubber patch is a quick-drying glue and, to protect this glue from the air, there has been placed over it a white protective cloth. Without allowing the glue on the tube to dry, rip off this white cloth and apply the glued side of the patch quickly to the puncture. Press down on the patch so as to make sure that the two glues will adhere, and that there will be no way for air to escape. Before replacing the tube in the tire, and putting the tire back on the wheel, give the glue a proper chance to dry.

If the repairs have been carefully made and no details have been overlooked, there will be no need of testing to see if the patch is

leaking or not.

GRADE 10 PUPIL.

How to Clean a DIRTY TEST-TUBE

As I am a devotee of the hobby of chemistry, I have had much practice in cleaning dirty test-tubes. I here pass on to others the

basic principles of this art.

To have a clear conception of these facts, the reader must know what a test-tube is. It is a cylinder of thin glass sealed at one end. Unfortunately, from time to time, it becomes coated with stubbornly adhering chemicals.

In removing this coating, the first step is as follows: the tube is half filled with warm water; the thumb is placed firmly over the open end and the tube is vigorously shaken. This removes the larger

particles which are poured out.

Secondly, the tube is scoured with a brush. This brush is composed of a piece of stout wire with bristles at one end and a loop at the other. Before inserting the brush in the tube, it is necessary to bend some of the bristles at the end of the brush so that it may reach the bottom of the tube. A gentle scrubbing of the interior of the tube follows and a second rinsing removes the loosened particles.

Usually, this is all that a beginner need know in order to clean a dirty test-tube. In a few cases, chemical reagents are necessary, but I shall leave the reader to discover, through experience, the procedure

in such cases.

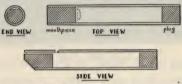
How to Make a Willow Whistle

One first procures a stalk of fresh, juicy willow wood, free from knots, with a good even covering of bark on it. The wood should be about four inches long and should have a diameter of from one-half to three-quarters of an inch.

The selected piece is first lightly but thoroughly tapped to loosen the outer bark and so make it possible to slip it off in one piece. One now has a clean, hollow, cylinder of bark, and a corresponding

cylinder of wood.

The wooden core is cut into two pieces. The first is to be used as a plug and is cut one half inch long. This plug fits into one end of the tube. The other piece is cut about three-quarters of an inch long for the mouthpiece. One end of it is cut square, and the other end at a 45° angle. The top length is three-quarters of an inch and the bottom about one-quarter of an inch. Along the top of the mouthpiece, a flat section of wood is cut off, to form a tunnel for air when the whistle is assembled.



About one-eighth of an inch in front of the edge of the mouthpiece a slot is cut from the bark.

If the whistle's note is too high, the plug should be moved outward, and if too low moved inward until the correct adjustment is reached.

GRADE 10 PUPIL.

EXERCISE 17

The following topics suggest the need of four or five paragraphs if the explanation is to be adequate. Choose a topic; write a plan containing meaningful headings; write an informative essay.

1. Canoe-Tilting.

- 2. On Kicking a Field Goal.
- 3. The Thermos Bottle.
- 4. How to Train a Dog to Do Tricks.
- 5. Habit.
- 6. A Passing Fancy.
- 7. On Introducing Speakers.
- 8. How to be Happy Though Poor.
- 9. Why I Read the Newspaper.
- 10. The Causes of Unemployment Among Men (Women).



"Dad, Glad and Mad"

"I saw the birds building their nest." Supply your own title, and using the previous sentence to open the first paragraph write an expository essay consisting of at least three paragraphs. Include a plan, a suitable introduction, and a good conclusion.

EXERCISE 19

Writing as for one who does not know the rules, explain three rules to be observed in playing any outdoor game. Include a suitable introduction and conclusion.

EXERCISE 20

Imagine yourself writing a chapter on "Letter Writing" in a new book about to be published. What points in the form of a business letter should be stressed with a person about to write his first business letter? Write an essay to discuss these points. Use diagrams, if desired.

Organize your class into a "Hobby Club." Select certain speakers to prepare five minute speeches on their respective hobbies. Critics should be appointed to give one-minute criticisms of individual speeches. For the sake of comparison, half a dozen secretaries should bring to class next day their respective minutes of the meeting of the Hobby Club.

EXERCISE 22

Here are the facts given in a recipe book. Write the necessary number of paragraphs to compose an essay on: "How to Roast a Leg of Venison."

- 1. Weigh, wipe, and trim the meat.
- 2. Place on a rack in a roasting pan, and dredge with flour.
- 3. Place pieces of fat or dripping in the bottom of the pan.
- 4. Sear the meat in a hot oven; reduce the heat and pour a little boiling water into the pan.
- 5. Baste every 15 minutes with the liquid in the pan.
- 6. Roast 15 minutes per lb.; season when half cooked.
- 7. Serve with some relish such as Currant sauce or Horseradish.

Note. To prevent the venison drying when roasting, it may be covered with oiled paper over which is laid a thick paste of flour and water. Remove the paper ½ hour before the roast is cooked and allow the meat to brown.

A Pioneer Ontario Home



STORIES OF PIONEER DAYS

A Lantern in Her Ha	nd				B. S. ALDRICH
Shadows on the Rock					WILLA CATHER
Romance of Dollard					
The Bright Land .					
The Flying Years .					FREDERICK NIVEN
The Yellow Briar .					
Uncharted Ways .					
To Have and to Hold					

UNIT 10

Other Ways of Saying the Same Thing

"What a little man he is!"

Here are ten other ways of saying this:

Isn't he a little man?

He is a dwarf of a man.

He is no giant.

His stature is small.

How small he is!

Seldom does one see so small a man.

There are few so small as he.

He is a dwarf in stature.

A little man he is.

A little man - What a little man he is!

EXERCISE 1

Re-write each of the following sentences in at least three other ways.

- 1. She was like a giant beside me.
- 2. Did you ever hear such bedlam?

Quack, Quack!— Cluck, Cluck!



- 3. What a scoundrel of a man!
- 4. He was the king among the animals.
- 5. The man is painfully quiet.
- 6. What an unnecessary noise!
- 7. Around, around, flew each sweet sound, Then darted to the sun.
- 8. His task is exceptionally difficult.
- 9. I was near enough to touch him had I wished.
- 10. Tom is your superior in every respect.

Express the meaning of these sentences in new sentences which do not include any of the following words: no, not, none, never.

- 1. She is no beauty.
- 2. Why should he not call for you?
- 3. Where can we not find poor people?
- 4. The car is riding none too well.
- 5. Will he never grow up?
- 6. The leader was not in the least puzzled.
- 7. His defeat was no make-believe.
- 8. Surely you don't mean me to go.
- 9. The man is not in the least dependable
- 10. We are none the better for his visit.
- 11. It never rains but it pours.
- 12. No jesting of yours will make me laugh.

EXERCISE 3 (ORAL)

Turn each of these questions into an exclamation.

- 1. Will you be quiet?
- 2. Are you not ashamed?
- 3. Was that not a great surprise?
- 4. Did you ever hear such a fine address?
- 5. Have you no regard for my feelings?
- 6. Can a dumb man talk?
- 7. Do you suppose you will ever grow up?
- 8. Are you not disappointed that he should fail us?
- 9. Wasn't that a great surprise?
- 10. Doesn't he behave like a gentleman?
- 11. How could you hope to win his confidence?
- 12. Will he ever come to the end of his speech?
- 13. How much longer am I to tolerate this?
 14. Must I never believe him?
- 15. Isn't it a surprise to see her?

In each of the following sentences there is an italicized word or group of words. Write new sentences to express the same meaning carried by the given sentences. The italicized part is to be included in the subject of your new sentence. Be ready to give the detailed analysis or the clausal analysis of any of your new sentences.

1. The patrol leader always commended such conduct.

2. Rounds of cheers came from every corner of the huge arena.

3. How thoughtful of you to remember me.

4. They will not give a moment's thought to your version of the story.

5. His kindness was remembered with nothing but unkindness.

6. The racket at the end of the hall seemed likely to discourage the speaker.

7. Who is going to produce his superior?

8. You are entitled to all the honour which is showered upon you.

9. Mr. Brown reminds me of an expert.

- 10. There goes the kindliest man who lives in this city. 11. That lad was the admiration of all who knew him.
- 12. Nothing is harder to bear than ingratitude. 13. If only I had grasped the opportunity.

14. None of your insolence!

15. By cheating he gained nothing.

EXERCISE 5

Change the direct speech to indirect speech, as:

1. "You have a fine horse there," said the judge. The judge observed that the man had a fine horse. 2. "Turn smartly to the right," said the officer brusquely.

"Take five paces forward." The officer brusquely ordered his men to turn smartly to the right and to take five paces forward.

1. "Be careful," shouted my uncle.

2. "Be industrious," warned my father. "Poverty is the curse of old age."

3. "Shall I eat an apple now?" inquired Harry. "I should like to

4. "No engine could be easier to operate," replied the mechanic.

5. "The most serious obstacle I had to overcome," said the man, "was my lack of thorough education."

6. "There is no need to come," my aunt assured me. "I shall be

there early."

- 7. "Who goes there?" said the sentinel. "A friend," was the scout's answer.
- 8. The captain inquired, "Shall I be able to depend on every man?" "Upon every man," was the reply he heard in unison.

9. "What have you here, my fine young man?" inquired the old

shepherd.

10. "With a high opinion of you," remarked the minister, "I leave you to capable leadership."

EXERCISE 6 (ORAL)

Express the meaning of each of the following sentences in as many ways as possible.

1. He is as strong as a giant.

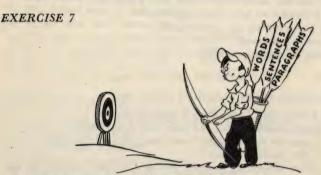
2. A bad accident left him lame.

3. The tiger's stealth puts other animals on their guard.

4. In order to be on time, I left early.

5. The cheer-leader became hoarse with shouting.

6. Although we paddled hard, we missed reaching the harbour before the storm.



Complete each of the following similes in as many ways as possible. Allow yourself 15 minutes.

1. as cheap as ——

2. as patient as ---

3. as romantic as ---

4. as loud as ---

5. as demonstrative as —

6. as sober as ---

7. as obstinate as —

8. as dutiful as ——

9. as obnoxious as —

10. as painful as ---

EXERCISE 8 (ORAL)

Complete each of the similes above with some expression which is obviously intended to make the whole thing a gross exaggeration,

Explanation

Frequently in classes you are called upon to explain something. In English classes, this explanation is often necessary before the true meaning of a passage of poetry or prose can be appreciated. The language used by an author may not be our language, and therefore we are constantly forced to translate and to interpret the printed page, if it is to mean anything at all to us. Quite often, a part of this process is translating the meaning of words, phrases, or clauses. We are asked to explain a part of the passage.

In giving explanations such as those below we should always bear in mind one fundamental point. If we can explain a word by giving an alternative word the meaning of which is clear to anyone, then we have explained the word asked. It is not necessary to do more than replace the word with another word which fits smoothly into the line or sentence. Sometimes we call this giving the meaning of words. In some cases, the explanation asked can be more easily given by using a phrase or even by writing a sentence. However, aim to replace a word with a word, a phrase with a phrase, etc. If any special significance attaches to the word or phrase being explained, then, of course, it is necessary to add an explanatory sentence to make the significance clear.

Explaining is an art; it calls for exactness of thought and expression.

Note the explanations of the words or phrases italicized in the following poem.

THE STONE REJECTED

For years it had been trampled in the street Of Florence by the *drift* of *heedless feet* — The stone that *star-touched* Michael Angelo Turned to that marble loveliness we know.

Now stir the fire and close the shutters fast,— Let fall the curtains, wheel the sofa round, And while the bubbling and loud hissing urn Throws up a steamy column, and the cups That cheer but not inebriate, wait on each, So let us welcome peaceful evening in.

COWPER.

The substance of the above might be given thus:

The poet, wishing to enjoy the calm and quiet of the approaching evening, invites his friends to ioin him around his fireplace

EXERCISE 10

- a. What is the substance of "The Stone Rejected," page 221?
- b. Write down the substance of any short poem studied in class this year.
- c. Write down the substance of a newspaper report recently read.
- d. Write down the substance of chapter one of any book which you have recently read.

EXERCISE 11

Write a business letter from 103 Elgin St., Brantford, Ont., to 702 Keewatin Ave., Winnipeg, Man., making a detailed explanation of your inability to keep an engagement in the latter city. Let your classmate read the letter, and in a paragraph at the bottom of your letter, let him give the substance of your letter.

EXERCISE 12

Turn, in your history text, to any important act or bill passed by Parliament. What is the substance of the bill? Be careful to include important details and to exclude the unimportant.

EXERCISE 13

Hunt up some poem which you have never before read. Give the substance of the poem.

Paraphrasing

A dictionary definition of "paraphrase" reads thus: PARAPHRASE, n. a restatement of a text, passage, or work, giving the sense of the original in other words.

Hints in Paraphrasing

 Read and re-read the passage until you understand it as a whole and until you understand it line by line and thought by thought.

2. Find the bare subject and the bare predicate of each

sentence, of each clause.

3. It is permissible to expand the length of the original passage. This is almost inevitable when we are paraphrasing the condensed expression often found in poetry.

4. Include necessary explanations to make the paraphrase

clear.

5. Retain simple words which need no changing.

6. Aim to preserve the general structure and spirit of the original passage.

HOME THEY BROUGHT HER WARRIOR DEAD

Home they brought her warrior dead:
She nor swooned, nor uttered cry:
All her maidens, watching, said,
"She must weep or she will die."

Then they praised him, soft and low, Called him worthy to be loved, Truest friend and noblest foe; Yet she neither spoke nor moved.

Stole a maiden from her place,
Lightly to the warrior stepped,
Took the face-cloth from the face;
Yet she neither moved nor wept.

Rose a nurse of ninety years,
Set his child upon her knee —
Like summer tempest came her tears —
"Sweet my child, I live for thee."

TENNYSON.

Here is a paraphrase of this poem:

When they brought home the body of the fallen warrior, his wife showed no emotion at all. She neither fainted nor cried; she was like stone. Then her attendants, who were anxiously watching her, said to one another that she must surely die unless her grief found some expression to relieve it. With quiet soothing voices they praised the dead soldier, and recalled how noble he was, how staunch a friend and how fair an enemy. But still the wife remained silent and motionless. Then one maiden slipped silently from her place, quietly went up to the body, and lifted the cloth which covered the dead man's face. It was useless—her grief was too deep for tears. Then at last an aged nurse, ninety years old, placed his child on the lady's knee. At once the tears gushed from her eyes, and the unnatural strain and silence was over; she realized that she had her child to live for.

EXERCISE 14

a.

Paraphrase each of the following:

THE SCHOOLMASTER

Beside yon straggling fence that skirts the way, With blossom'd furze unprofitably gay,

School Cars On The Railway

Top: The Class Room. Bottom: The Teacher's Bedroom. Top: At the Canadian National Exhibition. Bottom: The Teacher's Kitchen.



There, in his noisy mansion, skill'd to rule, The village master taught his little school. A man severe he was, and stern to view; I knew him well, and every truant knew: Well had the boding tremblers learn'd to trace The day's disasters in his morning face; Full well they laugh'd with counterfeited glee At all his jokes, for many a joke had he; Full well the busy whisper, circling round, Convey'd the dismal tidings when he frown'd. Yet he was kind, or if severe in aught, The love he bore to learning was in fault; The village all declar'd how much he knew: 'Twas certain he could write and cipher too; Lands he could measure, terms and tides presage, And even the story ran that he could gauge: In arguing, too, the parson owned his skill, For, even tho' vanguished he could argue still; While words of learned length and thundering sound Amazed the gazing rustics rang'd around; And still they gaz'd, and still the wonder grew, That one small head could carry all he knew.

OLIVER GOLDSMITH.

b.

COMPOSED UPON WESTMINSTER BRIDGE

Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!

General Comprehension Exercises

EXERCISE 15

Substitute subordinate clauses for the italicized words.

- 1. They stopped at a wayside tourist lodge.
- 2. We find traces of it everywhere.
- 3. Give it to a pullman conductor.
- 4. Our cousins arrived unexpectedly.
- 5. The man did not act honorably.
- 6. We shall always remember it.
- 7. Fearing delay he telephoned ahead.
- 8. She promised to show it to me after lunch.
- 9. Several men came and sought aid.
- 10. We saw him fall and we told him so.
- 11. Two of the jury pleaded illness.
- 12. Contrary to all expectation he won the race.
- 13. Wishing to be there early, I accepted his offer.
- 14. Murray is agent for a magazine company.
- 15. The policeman's directions were adequate.

EXERCISE 16

Show in oral or written sentences that you are in full command of these idioms.

a ray of hope by leaps and bounds a frigid silence a rolling stone profound silence captain of industry in solemn conclave a torrent of abuse gruesome spectacle hope springs eternal a cloud of despair a cutting remark sea of upturned faces the heartless wretch a warm reception a thirst for news the die is cast a day of reckoning the path of duty in great profusion a tempest in a tea-pot

EXERCISE 17

In each case, the two statements below can be put into one sentence by employing one of the following conjunctions: and, but, or, nor, because, unless, although, as, while, when, where, whether, though.

- 1. At last I found him in a house a tall elm tree grew at the door.
- His horse was the fastest on the track it was handicapped with a blind eye.
- We had just given up all expectation a loud cheer resounded nearby.
- Each girl must be present at nine o'clock she will not be admitted.
- 5. The team will leave at 6 p.m. a telegram is received during the day.

- The Scouts mapped out the camping ground the cubs gathered sticks for the fire.
- The rain came down in sheets the lightning gleamed on their helmets.
- The sheep bells tinkled in the pasture we came home at midnight.
- Over near the stone-pile I found a rabbit's hole —— it fascinated me for several minutes.
- In every nook and cranny the boy searched no trace could he find.

Make each pair of statements into one sentence by using who or which or whom.

- 1. The Saskatchewan is a mighty river. It rises in the Rockies.
- 2. The young cornet player entered the competition. He was only ten years old.
 - William Shakespeare was an Elizabethan dramatist. He wrote many plays.
 - 4. The proceeds went to the hospital. They amounted to forty dollars.
 - 5. A large lake lies in the middle of the township. It has good bass fishing grounds.
 - 6. A tramp broke into our cottage. It lay too close to his line of travel.
 - 7. The castle stands near the railway crossing. It was built four centuries ago.
 - 8. A spectator telephoned the police. He was on the lookout.
 - 9. The parcel was fastened with wire. It was about six inches in length.
- At first, Henry the Second approved of Becket. He considered him his most valuable ally.
- 11. During the conversation a man made a most interesting remark.

 The host afterwards introduced him to me.
- William the Conqueror was a stout and sturdy Norman, King of England. He conquered the land in 1066.
- 13. Just now I received a telegram from an old school-friend. I have not heard of her for years.
- 14. The young lad now fell down in a faint. He had never been very rugged.
- 15. A note was lying on my table. It had been delivered an hour previously.

The following rambling sentences, which are faulty because of the abuse of "and," can be made into well unified statements by the use of relative pronouns. Watch the punctuation.

- 1. The children were seen by their father, and his attention had been drawn by their shouts.
- 2. On the street corner there was a small shop, and he used it as a meeting-place.
- 3. Our host treated us to luscious apples, and they were a very welcome treat.
- 4. We were closely shadowed by two suspicious characters, and their appearance filled us with dread.
- The parcel was securely tied, and it had been given to him by his uncle, and he had kept it safely.
- 6. I gave the letter to a carrier, and he posted it in a box, and that box was miles out of his usual path.
- The planning was left to a capable organizer, and his efforts resulted in a splendid banquet, and it was one of the most successful our club ever had.
- 8. Pym lived in the reign of Charles I, and he was a stout Englishman, and he fought against ship-money.
- A large crowd assembled to hear the speaker, and he told of the good work done by his society, and he said it was about to expand its field of activity.
- 10. At last she finished the long journey, and it had taken her two years.
- N.B. Go over every sentence again with the utmost care.



EXERCISE 20

PUZZLES AND PROBLEMS

1. Punctuate:

Wanted a maid to wash iron and milk three cows.

2. Do you say:

"Seven and five is eleven," or "Seven and five are eleven"?

- 3. "Mary was sewing her apron at the window." Spell "sewing." John was sowing seeds in the garden." Spell "sowing." "In fact they were both ——." Spell it this time.
- 4. Punctuate:

"That that is is that that is not is not is not that it it is."

5. What is the difference between:

"I alone could do it."
"I could do it alone"?

6. What does this mean:

"From two to two to two is two minutes"?

7. What does "two" spell? and "too"? and "to"?

Now write: "There are three —— in the English language."

8. Punctuate:

"It was and I said not but."

9. What does this mean?

"He said that that that that that refers to is a noun."

10. What is wrong with:

"The typewriter laughed"?

SOME HUMOROUS STORIES TO READ

A Houseboat on the	Styx			J. K. BANGS
Life with Father				
The Housemaster				
Sunshine Sketches of	a Little	e Town		STEPHEN LEACOCK
The Sunnyside .				A. A. MILNE
Kathleen				CHRISTOPHER MORLEY
				BOOTH TARKINGTON
Summer Moonshine				P. G. WODEHOUSE



Lake Temagami, Ontario

THE DAY IS DONE

The day is done, and the darkness Falls from the wings of Night, As a feather is wafted downward From an eagle in his flight.

I see the lights of the village Gleam through the rain and the mist, And a feeling of sadness comes o'er me, That my soul cannot resist:

A feeling of sadness and longing,
That is not akin to pain,
And resembles sorrow only
As the mist resembles the rain.

Come, read to me some poem,
Some simple and heartfelt lay,
That shall soothe this restless feeling,
And banish the thoughts of day.

Not from the grand old masters, Not from the bards sublime, Whose distant footsteps echo Through the corridors of Time. For, like strains of martial music,
Their mighty thoughts suggest
Life's endless toil and endeavour;
And to-night I long for rest.

Read from some humbler poet,
Whose songs gushed from his heart,
As showers from the clouds of summer,
Or tears from the eyelids start;

Who, through long days of labour, And nights devoid of ease, Still heard in his soul the music Of wonderful melodies.

Such songs have power to quiet
The restless pulse of care,
And come like the benediction
That follows after prayer.

Then read from the treasured volume
The poem of thy choice,
And lend to the rhyme of the poet
The beauty of thy voice.

And the night shall be filled with music, And the cares, that infest the day, Shall fold their tents, like the Arabs, And as silently steal away.

HENRY WADSWORTH LONGFELLOW.

Appendices

APPENDIX A

Abbreviations

TITLES,	ETC.	POLITICA	L PARTIES, ETC.
M.P.	Member of Parliament	Cons.	Conservative
M.P.P.	Member of Provincial	Lib.	Liberal
	Parliament	Prog.	Progressive
M.L.A.	Member of Legislative	Lab.	Labour
	Assembly	Soc.	Socialist
K.C.	King's Counsel	C.C.F.	Cooperative Common-
Bart.	Baronet		wealth Federation
Mlle	Mademoiselle	Comm.	Communist
Sec.	Secretary	I.L.P.	Independent Labour
Treas.	Treasurer		Party
Supt.	Superintendent		
		T	37
Lodges,	ORGANIZATIONS, ETC.		Vocabulary
L.O.L.	Loyal Orange Lodge	i.e.	that is
K.C.	Knights of Columbus	e.g.	for example
A.F. & A	A.M. Ancient, Free and	viz.	namely
	Accepted Masons	cf	compare
I.O.O.I	Independent Order of	re	regarding
	Foresters	via	by way of
Y.M.C.	A. Young Men's Christian	c/o	in care of
	Association	p.s.	post script
Y.W.C.	A. Young Women's	N.B.	note well
	Christian Association	R.S.V.P.	
I.O.D.I	The state of the s	P.T.O.	Please turn over
	Daughters		
D	of the Empire		
DEGREE		D D 1	D
B.A.	Bachelor of Arts	D.Paed.	0 0/
M.A.	Master of Arts	Mus.B.	
B.Sc.	Bachelor of Science	Mus.D.	,
M.Sc.	Master of Science	Ph.D.	Doctor of Philosophy
B.D.	Bachelor of Divinity	LL.D	Doctor of Laws
D.D.	Doctor of Divinity	M.D.	Doctor of Medicine

D.D.S.	Doctor of Dental Surgery	F.R.C.S.	Fellow of the Royal College of Surgeons
F.R.S.	Fellow of the Royal Society	F.R.C.P.	Fellow of the Royal
Miscell			College of Physicians
C.O.D.	Collect on delivery	I.S.S.	Inspector of Separate
F.O.B.	Free on board		Schools
Pd.	paid	R.C.M.P.	Royal Canadian
pro tem	for the time being		Mounted Police
75v	75 volts	V.C.	Victoria Cross
25 am.	25 amperes	D.S.O.	Distinguished Service
J.P.	Justice of the Peace		Order
I.P.S.	Inspector of Public	M.C.	Military Cross
	Schools	M.M.	Military Medal
		S.O.S.	Save our Souls
		OBE -	

APPENDIX B

In addition to the material introduced in this volume, this appendix also includes a summary of the formal grammar and the mechanics of composition introduced in English Practice, Grade Seven and English Practice, Grade Eight.

The Sentence

A sentence is a group of words expressing a complete thought.

All cars must stop at this intersection. Assertive (statement)
Must all cars stop at this intersection? Interrogative (question)
Stop all cars at this intersection. Imperative (command)
What a dangerous intersection this is! Exclamatory (exclamation)

Kinds of Sentences

/ The simple sentence consists of one subject and one predicate, either or both of which may be compound.

John came home. Simple subject and simple predicate.

John and Harry came home. Compound subject, simple predicate.

John came home and went to bed. Simple subject, compound predicate.

John and Harry came home and went to bed. Compound subject, compound predicate.

7. The compound sentence consists of two or more independent clauses.

[I knocked at the door,] but [no one came.] Compound Assertive.

[Did you leave the parcel,] or [have you brought it back?] Com-

[What a large dog that is,] and [how carefully he guards the children!] Compound Exclamatory.

[Open the box, George,] and [Fred, get a large basket.] Com-

3 The complex sentence consists of one principal clause and two or more subordinate clauses.

(When we returned,) [the fire was out.] Complex Assertive.

[Have you brought the groceries] (which Mother ordered?)

Complex Interrogative.

[Show me the book] (that you want.) Complex Imperative.

[How cold it becomes] (when the sun goes down!) Complex Exclamatory.

(Although the load weighed nearly a ton,) [we managed to right the sled,] (which was pinning him to the ground,) (before he regained consciousness.) Complex Assertive.

The compound-complex sentence consists of two or more principal (or independent) clauses and one or more sub-ordinate clauses.

(When we reached home,) [Mother was out,] and [we had to get our own suppers.] Compound-Complex Assertive.

[Shall we use this tent,] or [have you one] (which is in better condition?) Compound-Complex Interrogative.

AND STANKE

The Parts of the Sentence

The subject is that part of the sentence spoken about.

Tom is the pitcher.

The other members of the team are not here yet.

Have you the ball?

What a fine playground this is!

(You) Put out the bases.

The predicate makes the statement or exclamation, asks the question, or gives the command.

Most of the boys who are going to play will be here soon.

Have they all been told about the game?

How hard this ball is!

Throw him the ball.

The bare subject is the essential word of the subject.

A large flock of crows flew across the meadow.

Several of the rivers which flow through the plain are navigable.

The bare predicate is the verb or verb phrase used to make the statement or exclamation, ask the question, or give the command.

They often go there.

Are they going there to-day?

How often we have gone there!

Go there at once.

A modifier is a word, phrase or clause used to change the meaning of another word.

They write neatly. Modifier of the bare predicate.

Those who write neatly are not ashamed to show their work.

MODIFIER OF THE BARE SUBJECT.

Keep your books in good condition. Modifier of the bare predicate.

Books kept in good condition are a source of pride. Modifier of the bare subject.

Stopping him, I asked the way to the library. Modifier of the BARE SUBJECT.

When I had stopped him, I asked him the way to the library.

MODIFIER OF THE BARE PREDICATE. (to the library is a modifier of the object way.)

The direct object is that part of the sentence towards which the action of the verb is directed.

We saw him.

He brought the barrel of apples to the house.

Have you seen our new car?

Open the window, please.

The *indirect object* is the word which represents or names the person or thing to whom or for whom the action of the verb is performed.

I gave him the apple.

Have you offered Charles a chair?

Bring this young man the package of groceries.

Mother is making me a new coat.

7 The subjective completion is a noun, a pronoun, or an adjective used to complete the verb and to refer to the subject. A noun or pronoun used thus stands for the subject; an adjective used thus modifies the subject.

John is a sailor.

That was he.

Lucy has been ill.

A phrase is a group of words, without subject and predicate, used with the value of a single part of speech.

Men of great wealth have as many troubles as the poor. ADJECTIVE PHRASE.

They finished the work in a few minutes. Adverb Phrase.

We have been polishing the furniture. VERB PHRASE.

Under the rug is the place to hide it. Noun PHRASE.

They like each other. Pronoun PHRASE.

The picnic was postponed on account of the rain. PREPOSITION PHRASE.

I stayed home in order that Mother might go to the party. Con-JUNCTION PHRASE.

Well! Of all things! Interjection phrase.

An independent clause is a group of words with a subject and predicate, whose meaning is not dependent upon, nor modified by, any other part of the sentence.

[They tried to open the window], but [the paint had sealed it

firmly?.

A principal clause is a group of words with a subject and predicate whose meaning is completed or modified by a subordinate clause.

When we reached the next service station, [we had the tire repaired].

[We can proceed no farther] until it is repaired.

[The tire, (which was punctured in several places), is now almost useless1.

A subordinate clause is a group of words with subject and predicate which depends for its meaning on some other part of the sentence.

These are the packages (you are to take). Subordinate adjective CLAUSE.

(Before you go,) write down the address. Subordinate Adverb CLAUSE.

(While I waited) I talked with the policeman (who was on duty there). SUBORDINATE ADVERB AND SUBORDINATE ADJECTIVE.

There is also a subordinate noun clause:

I know (that he is coming).

(What he said) is none of my business.

The antecedent is the word upon which the subordinate adjective clause depends for its meaning; e.g.,

I met a man (who asked me the way to the post-office.)

Punctuation of Sentences

The period is used:

1. At the end of assertive or imperative sentences. This soil is very fertile. Come in.

2. After an abbreviation. Have you met Mr. Smith?

The question mark is used after a question. What are you doing?

The exclamatory mark (or point) is used after an interjection, or after an exclamatory sentence.

Stop! You're hurting me.

Oh! That hurts!

What a rough lad you are!

O John, what have you done! How strong you are!

Oh, what a mess you have made!

The comma is used:

1. To separate words, phrases, or clauses in a series.

It was a dreary, cold, dull, autumn day.

Out of the shops, out of the cellars, out of the barns, the rats

came running.

When the wintry wind blows chill, when the fog closes round my cottage, when friends are far away, then I build a roaring fire in my grate, draw up the easy chair, and allow my books to whisk me away on magical journeys.

2. To set off the name of a person addressed.

Have some more fruit, John.

Will you, George, cut the grass while Tom mows the lawn?

3. To set off parenthetical expressions (words, phrases, or clauses).

These, however, were quite ripe.

To-day, for instance, he went away without his books. Lucille, who was ill-tempered, had few friends.

The correct way, I believe, is to get a refund.

4. To set off a word or group of words used in apposition to another word.

My home, "Twin Oaks," lies a mile away.

5. To set off titles, degrees, etc., after a name.

We were visited by Col. Atterly, A.D.C. to His Excellency the Governor-General.

6. To set off the parts of an address or date. He was born at 14 Mill St., Hanbury, Ontario, on January 15, 1901.

7. After yes or no at the beginning of a sentence. Yes, that's the one.

8. After an introductory word, phrase, or subordinate clause.

Nevertheless, it was all worth while. In the first place, no such plan is possible. When you start the engine, test the compression.

9. To show an omission.

The onions were planted last week; the peas, yesterday.

10. After the opening and closing salutations of a letter.

Dear John,

Your friend,

11. To mark off a short quotation. "That's not the way," he replied. "That," he replied, "is not the way." He replied, "That is not the way."

The semi-colon is used:

1. Between the clauses of a compound sentence where there is no conjunction.

The furniture had been removed; the house was deserted.

2. Between the clauses of a compound sentence when connected by moreover, nevertheless, still, besides, or otherwise.

There was no one about the place; nevertheless, there were signs of recent habitation.

 To take the place of a comma in a long compoundcomplex sentence in which there are already several commas.

When we returned, there was no sign of horse, wagon, or driver; and although we searched the whole wood, we could find no sign to show us where they had gone, for the thick bed of fallen leaves showed no trace of their departure.

4. Before such expressions as

namely, for instance, and for example.

Two kinds of adjectives can be made from a number; for example,

five, fifth.

Observe that the semi-colon is used *before*, and the comma is used *after* the expressions.

He impressed upon us the rules of the road; for instance, he cautioned us about passing on hills.

The colon is used:

1. Before a list of details or items.

Please send me: 1 garden rake,

40 ft. hose,

3 doz. gladiolus bulbs.

2. After the salutation of a business letter.

Gentlemen: Dear Sir: (or Dear Sir.)

3. Before a long quotation.

The premier then announced: "On July 1 we shall open a new airport in Saskatchewan. So much traffic has developed on the newly-established Trans-Canada Airways that it can no longer be handled satisfactorily by the existing air-ports."

4. Between the hour and minute figures of a time.

The train leaves at 5:45 a.m.

The dash is used to indicate a change of thought.

This is – well, what is it? I thought at first it was a book.

Quotation marks are used:

To enclose the exact words of a quotation.
 Then he added, "It does look like a book, doesn't it?"
 "It really is a box," he explained.
 "It will be quite handy," he continued, "in your library."

"Yes," I said, "I shall keep my postcards in it. It will sit on the

shelf just like a book."

Observe that commas, and periods which come at the end of a quotation, are put inside the quotation marks.

The question mark and the exclamation mark are put inside only when they are part of the quotation.

2. To enclose the name of a book, poem, etc., and when so used appear immediately adjacent to the title quoted.

Have you read "The Cloister and the Hearth"? (no comma)

The apostrophe is used:

1. To form possessives. That is John's book.

2. To form the plurals of letters, figures, and words. There are too many and's in your sentence.

Are there two l's in her name.

Make your 2's like this.

3. To show that letters have been omitted in shortened

forms.

He doesn't go there often. I'll be there in a moment.

The hyphen is used:

1. To form a compound noun.

honey-bee honey-comb

honey-suckle

2. To form a compound adjective.

heavy-footed light-hearted ill-advised

3. To divide a word which cannot all be written at the end of a line. The division must be made at a syllable division.

It should be made so that the meaning is in the first part. Some one-syllable words that must not be divided are:

through bought child breathe thought

through bought child breathe though
GOOD DIVISIONS POOR DIVISIONS
destroy-ed de-stroyed destro-yed
superintend-ent sup-erintendent according-ly ac-cordingly breathe though
WRONG DIVISIONS
destro-yed superi-ntendent superi-ntendent accordingly

Capital letters are used:

1. For proper adjectives. English, French, Canadian.

2. For the names of the days of the week, months of the year, holidays, and festivals.

Tuesday, April, Christmas.

3. For all the important words in titles.

The Duke of Devenshire Essentials of Eng

The Duke of Devonshire
The Globe and Mail

Essentials of English Composition
The Indian and the Explorers

4. For the names of religions, political parties, etc. Presbyterian; Anglican; Conservative; Liberal.

5. The names God, Christ, Jesus, and others when used to refer to them.
the Maker, the Creator.

6. The words I and O.

7. For the first word in every sentence.

These are my books.

8. For the words mother, father, etc., when used alone. (The capital is correct but not necessary).

I shall ask Mother. I shall ask mother. I shall ask my mother.

 For the first word of a quotation, and for the first word in each sentence of a quotation.
 He replied, "It is not there. It is at home."

10. For geographical parts, offices, etc., when used as part of a proper name.
While we were in South Dakota we met Bishop White,

The Detroit River joins Lake Erie and Lake St. Clair. I went along with the captain and Colonel Brown.

11. For the first word of each line of poetry.

Two sailors boldly put out to sea, On board their own brave craft; These sailors two were a daring crew, And their ship was a jolly craft.

12. For the first word, and all the nouns, in the complimentary opening of a letter.

Dear Father, or My dear Friend, 13. For the first word of the complimentary closing of a

letter.

Yours truly, Sincerely yours, Yours very truly, Your loving friend, Your loving daughter,

14. For historical events, documents, laws, etc.

The Treaty of Paris

The British North America Act
The Retreat from Mons

The Ten Commandments.

See also "Capitalization of Proper Nouns" — page 112.

The Parts of Speech

Nouns

Nouns name: persons, animals, places, things, qualities, actions, conditions, and ideas, etc., and classes or groups of these.

Nouns are used:

1. as subjects.

The weather is fine.

2. as direct objects of verbs or verb phrases. They opened the *door*.

3. as indirect objects.

I gave the boy some fruit.

4. as object of a preposition.

He put it into the fire.

5. as possessives.

This is Jim's coat.

6. as subjective completion. He is a soldier.

7. in apposition.

Kak, the Eskimo, lived in northern Canada.

8. as a word of address.

John, I expect you.

9. as a nominative absolute.

The chairman having been elected, we discussed the motion.

10. as an object in apposition.

We met John, the aviator.

11. as object of an infinitive.

He was anxious to see his father.

12. as an adverbial objective.

Plurals of nouns are formed:

1. by adding s to the singular. boys, accidents, monkeys.

2. by adding es to the singular. brushes, benches, glasses.

3. by changing y to i and adding es. ladies, memories.

4. by changing f to v and adding es. shelves, leaves.

5. by changing a vowel.

6. by adding en. oxen, children.

7. by adding an apostrophe and s to letters, signs, and figures.

h's, +'s, 2's.

8. by adding s or es as required to the singular of a compound.

spoonfuls, tooth-brushes, on-lookers.

9. by adding s to the singular of certain compounds. fathers-in-law, courts-martial.

10. by using two plurals.

brothers (by birth) brethren (one society)

11. by having no singular form. thanks, riches.

- 12. by having the same form for singular and plural. deer, fish, moose.
- 13. by using foreign language plurals.
 radius radii, datum data, formula formulae, axis axes, vertex vertices.
- N.B. 1. Some nouns, though plural in form, are singular in meaning:

 measles, news, politics.
 - 2. Some nouns change their meaning completely in the plural:

 copper (a metal), coppers (coins).

Nouns ending in f or fe with their plurals:

elf	elves	sheaf	sheaves	gulf	gulfs
self	selves	leaf	leaves	hoof	hoofs
calf	calves	thief	thieves	proof	proofs
shelf	shelves	loaf	loaves	scarf	scarfs
half	halves	wife	wives	roof	roofs
life	lives	chief	chiefs	reef	reefs
knife	knives .	cliff	cliffs	belief	beliefs

Nouns ending in o with their plurals:

cargo	cargoes	potato	potatoes	solo	solos
echo	echoes	tomato	tomatoes	folio	folios
	heroes		mosquitoes	embryo	embryos
hero		domino	dominoes	radio	radios
buffalo	buffaloes			memento	mementos
negro	negroes	piano	pianos		
motto	mottoes	portfolio	portfolios	cello	cellos

Nouns pluralized by changing the vowel:

man	men	woman	women	tooth	teeth
goose	geese	louse	lice	mouse	mice

Nouns with foreign plurals:

focus fungus genius gymnasium	foci fungi genii gymnasia	funguses geniuses	oasis sanatorium stimulus phenomenon	oases sanatoria stimuli phenomena	
larva	larvae		bandit	banditti	bandits
medium	media		cherub	cherubim	cherubs

Nouns used only in the plural form:

1. With a plural meaning.

aborigines, alms, antipodes, billiards, pants, riches, scissors, thanks. trousers.

2. With a singular meaning.
amends, means, news, politics, physics.

Possessives

1. All nouns which do not end in s form the possessive by adding 's.

the boy's book the children's books women's dresses

the boy's book the children's books women's dresses 2. Nouns in the singular ending in s usually add 's.

Charles's father Dickens's novels Mr. Sims's boat

3. Nouns in the plural ending in s require only the apostrophe after the s.

They had a sale of babies' dresses.

4. To express joint possession, add the apostrophe and s to the last noun of the group.

Dick and Tom's bicycle.

5. To express *separate* possession, add the apostrophe and s to each noun in the group.

Dick's and Tom's bicycles.

Pronouns

Pronouns represent without naming.

He came to see us. What have you done with it?

The pronoun may be used as:

1. subject of a verb or verb phrase.

They have returned.

The forms used for subjects are I, we, thou, he, she, they, who, and the other pronouns which are not changed when used in different ways.

direct object of a verb or verb phrase. We saw them.

3. indirect object of a verb or verb phrase. He gave me it.

4. object of a preposition. He gave me some of it,

The objective forms of the pronouns listed above are me, us, thee, him, her, them, whom.

5. as a possessive.

Mine has a stronger string than yours.

6. as a subjective completion.

It is they.

as object of an infinitive. He was anxious to see me.

> Kinds of pronouns:

- 1. Personal I, me, mine, us, you, yours, he, she, it, theirs, hers, we, they, them.
- 2. Demonstrative this, that, these, those.
- 3. Interrogative who, whom, which, what.
- 4. RELATIVE (CONJUNCTIVE) who, whom, which, what, that, whoever, whichever, whatever.
- 5. Indefinite each, many, few, all, both, some, any, another, none, several, one, something, anything, anybody, everybody.

N.B. The above lists are not complete.

Pronouns and Pronominal Adjectives

PRONOUNS

He saw me.
They took it from us.
Have you a pencil?
The Lord bless thee.
He came in.
She made a cake. I saw her.
They brought them.
This is a good book.
Some of the pupils were late.
Who came in?

PRONOMINAL ADJECTIVES

He saw my shadow.
They took our wagon.
Lend me your pencil.
May the Lord bless thy life.
His welcome was hearty.
Her cake was delicious.
Their refreshments were dainty.
This book is very interesting.
Some pupils were late.
Whose hat is this?

Person and Number in Pronouns

Pronouns of the first person represent the person speaking. They are:

Singular - I, me, mine. Plural - we, us, ours

Pronouns of the second person represent the person spoken to. They are:

Singular - thou, thee, thine (Old English); you, yours. Plural - you, yours.

Pronouns of the third person represent the person or thing spoken about. They are:

Singular – he, him, his, she, her, hers, it, its, this, that, each, either. Plural – they, them, theirs, these, those, both, any, many, few. Either singular or plural – who, whom, which, what, some.

Who is there?

Some of it is done.

Some of them are done.

The relative pronouns are used with the double value of:

- 1. a pronoun, subject or object of the verb of a subordinate adjective clause, or object of a preposition, and
- a conjunction, joining the clause to its antecedent.
 This is the man whom we met.
 This is the man who made the wagon.
 These are the chickens that she raised.
 These are the chickens that dug up the garden.
 I found the books which you gave me.
 This is the book which describes his trip.
 This is the man to whom I gave it.

The Verb

The Verb is a word used to make a statement, ask a question or give a command.

He came in here. He was late. Who believes that? Be careful.

An auxiliary verb is used along with a principal part to make a verb phrase.

They (were mending) their nets. They (have mended) their nets. We (were followed).

The auxiliaries used are:

am	be	art	is	are	was	were
has	have	had	shall	will	should	would
can	could	may	might	do	does	did

Others are made by using these with the auxiliaries being, and been.

He might have been burned.

The transitive (incomplete) verb expresses an action performed by the subject and directed at the object.

The harvesters cut the grain.

The *intransitive* (complete) verb expresses an action which is not directed at an object.

They arrived here yesterday.

The copula (incomplete) verb is a joining verb which expresses no action.

They are sailors.

Tense

The present tense shows that the verb expresses something happening in the present.

They come in quietly. The sun rises in the east.

The past tense shows that the verb expresses something which happened in the past.

They broke the window. The man called the police.

The *simple future tense* shows that the verb expresses something to happen in the future.

I shall be there early. He will be there early.

The future of promise or determination is used to emphasize the promise or the determination.

No matter what happens, I will go.

You shall do this.

All the papers shall be returned.

The present perfect tense shows that the action has been completed in the very recent past.

He has gone. We have fooled him. She has won.

The past perfect tense shows that the action had been completed before some specific time in the past.

He had gone. We had fooled him. She had won.

The future perfect tense shows that the action will be completed before some specific future time.

He will have gone. We shall have fooled him. She will have won.

The present progressive tense shows that the action is still going on.

I am singing. He is improving daily. They are trying.

The past progressive tense shows that the action, though now complete, had been going on at some period in the past.

He was singing at the concert. She was improving last week.

The future progressive tense shows that the action will be going on at some future time.

I shall be driving. You will be singing daily.

The present emphatic tense emphasizes that the action is being performed.

I do study. She does try her best. They do talk loudly.

The past emphatic tense emphasizes that the action was performed.

I did study. She did try her best. They did talk loudly.

N.B. In all the above examples of the various tenses, the verb is in the active voice.

Voice

The active voice is used to indicate that the subject is the doer of the action expressed by the verb.

He moved the table. John has spoken to his uncle.

The passive voice is used to indicate that the subject is the receiver of the action expressed by the verb.

The table is shut. The picture has been bought by Mrs. Brown.

Mood

The indicative mood shows that the verb expresses what the speaker regards as a fact or what amounts to a question,

I met the detective yesterday. Did you find my lost compass?

The subjunctive mood shows that the verb expresses what the speaker regards (a) as a wish, (b) as a condition contrary to fact, (c) as a formal motion or suggestion.

I wish you could come too.

If I were you, I should probe deeply. I move that the supplies be purchased.

The *imperative mood* shows that the verb expresses what the speaker regards as his own command or request.

Be punctual and polite. Give us every support.

The Infinitive

The infinitive is a verbal noun.

The root infinitive is the same in form as the root-word of the verb.

He did nothing but play the organ. She can protest but without avail.

The gerundial infinitive is phrasal in form always carrying the to sign.

I hope to find him soon.

To seek and to win are both commendable.

The gerund is the infinitive in ing.

Paddling an Indian canoe requires skill.

I remember helping the lady across the street.

The Participle

A participle performs the functions of both a verb and an adjective.

The boy signing the page is the captain. (PRESENT PARTICIPLE) The parcel given by the clerk was a present. (PAST PARTICIPLE)

The Adjective

The adjective modifies the meaning of a noun or pronoun.

This old man is a frequent visitor to their home.

The descriptive adjective denotes some quality or characteristic in the object which it describes.

We rode in a balky car. The old recipe made the better cake.

The *limiting adjective* limits or restricts our ideas of the object named.

Those apples were picked by ten girls who packed them in a barrel.

The limiting adjectives are divided into three classes:

 The pronominal adjective is part pronoun and part adjective.

Those apples are ripe. Which road is the best? I found your

bicycle.

- 2. The numeral adjectives indicate number and are of two kinds:
 - a. the cardinals one, seven, twelve, fifty.
 - b. the ordinals first, second, eighth.
- 3. The articles are of two kinds:
 - a. the indefinite article a, an.
 - b. the definite article the.

The Adverb

The *adverb* modifies the meaning of a verb, an adjective, or another verb.

We left early, and in a very short time we were travelling too slowly to gain our objective.

Adverbs may be classified as follows:

Time soon, before, now, then, formerly, early.

Place here, there, above, in, out, yonder, far.

Manner steadily, easily, soundly, truly, fast, well, so.

Cause hence, accordingly, therefore.

Degree too, quite, very, wholly, scarcely, totally.

Numeral first, secondly, thirdly, once, twice.

Negation never, not.

Affirmation surely, certainly, undoubtedly.

The Preposition

The *preposition* is used to introduce a phrase, and to show the relationship between its object and the word the phrase modifies.

The book on the desk is mine. The book under the desk is mine.

English usage has established the practice of using certain prepositions with certain words, and also to show certain meanings.

That is different from the others. Have you no sympathy for him? Have you no sympathy with him? I borrowed it from him. We went into the concert-hall. We went in to the concert. We ran into the room. We ran about in the room. John walks like his father. He became sick at his stomach. (never to his stomach) Put no trust in his promises. We conferred with the captain. I differ from the president in his declaration. The two boys differ in size. Jane is dependent on her mother. We are dependent on Britain for protection. I must part from him if he acts thus. The tramp was averse to all forms of work. This book has been adapted from a larger one.

The Conjunction

The conjunction is used:

1. to join words, phrases, or clauses used in the same way in the sentence.

I stopped and picked it up.

They are on the table or in the cupboard.

I returned the book, but he was not at home.

This is the book which he lent me and which I must finish to-night.

These are called co-ordinate conjunctions.

2. to join a subordinate clause to the word it modifies; e.g., I shall come if I can. (subordinate conjunction).

3. the correlative conjunctions are used in pairs,

Either Tom or George will go. Neither he nor I can attend. Both Mary and her mother are here. They are not only cold but also hungry.

The Interjection

The interjection expresses deep or sudden feeling.
Well! that is a surprise.
What! have you used it all?

The Paragraph

Qualities of a Good Paragraph:

- 1. A concise and interesting topic sentence.
- 2. A strong concluding sentence.
- 3. Unity.
- 4. Coherence.
- 5. Explicit Reference.
- 6. Sentence Variety.

Special Qualities of a Descriptive Paragraph:

- 1. A definite point of view.
- 2. A central figure, idea, or impression.
- 3. From general to particular.

APPENDIX C

Pronunciation

A. The following common words need care in pronunciation.

allowed	audience	because	cloths
aloud	avenue	belief	clothes
alumnae	aviator	believe	command
alumni	bade	bequeath	coughing
architect	ballad	borrow	creek
arctic	ballot	breadth	crossed
arithmetic	baron	catch	data
asked	barrel	chimney	decease
assure	barren	civil	decisive

depths	genuine	loose	ruin
desert	gigantic	lose	running
dessert	gradual	mature	Saturday
dew	halves	misery	secretary
diamond	hearth	morals	sphere
direct	height	morning	statue
disease	hundred	mouths	statute
do	immediate	neither	strength
duty	immerse	neuter	student
edge	Indian	new	such
endure	interest	next	theatre
error	Italian	nothing	tomato
fellow	jest	noose	tract
fertile	just	picture	tulip
for	judgement	pitcher	tune
forbade	length	prints	tutor
forget	liable	produce	wear .
fortune	libel	psalm	weather
friends	library	pudding	whether
gentleman	literature	rations	which
geography	little	reduce	
geometry			whit
geometry	longing	regular	wile
			witch

B. The following words of two or more syllables need care in pronunciation. Purposely, they are not listed in alphabetical order.

arpring colour or act.	
extraordinary	drowned
illustrate	enthusiasm
laboratory	tempts
address	alternate
detail	engine
formidable	column
satisfactorily	avenue
superfluous	perhaps
gladioli	yesterday
illustrate	promptly
athletics	figure
children	clothes
creeping	visitor
distinctly	obligatory
governor	influential

advertisement annually opportunity biography constitution aviator dessert progressive unanimous geography expensive parallel stationery hundred accurate guarantee
language
government
admirable
amateur
salmon
introduce
piano
salary
irreverent
attacked
solemn
subject
institution
incidentally

stationary
wreaths
municipal
literature
inquiry
towards
genuine
contrary
February
architect
itinerary
chimney
something
history
prelude

comparable precedence mischievous temperature vaudeville suppose original poetry revenue newspaper because regular tubular studio peculiarly

APPENDIX D

Spelling

The following words need care in spelling:

abridged accidentally accommodate accustomed adviser aeroplane aggravate allotted altogether anecdote appearance argument arrangement auxiliary baring barring bearing beggar beginning benefited boundaries

brilliance business cemetery changeable column commission comparative competent conceivable conscience cooperate courtesy curtsy deceitfully decision deference descending desirous destruction dining dinning

disappear disappoint dissatisfied dying dyeing eliminate embarrass eminent equipment equipped exaggeration exceed exhaustion existence familiar fascinate finally forfeit frantically generally government

grammar grandeur grievous height humorous immigrate incidentally independence intentionally irresistible library lieutenant lightning loneliness maintenance mattress messenger mileage misspelled mosquitoes negroes nineteenth noticeable oblige occasion occasionally occurrence omission

original overrun pamphlet pantomime parliament parliamentary peaceable perceive permissible perseverance persuasion picnicking precede precedence precedents prevalent procedure professor recede received recommend religious repetition representative restaurant rheumatism ridiculous

sandwich schedule seizure separate sergeant shining shinning similar soliloguy stopping successfully temperament tragedy tragically treacherous until vengeance vigilantly villain warring weathered weird whether wholly wield wintry yacht zoology

APPENDIX E

righteously

USING THE LIBRARY

The Encyclopaedia

The articles in an encyclopaedia are in alphabetical order. Each volume is numbered and bears letters or words which show what part of the alphabet is contained in that volume. Here are some examples:

1. Encyclopaedia No. 1.

Vol.	Vol.	Vol.	Vol.	Vol.	Vol.	Vol. VII	Vol. VIII	Vol.	Vol.
								SACR TEIGN	

2. Encyclopaedia No. 2.

Vol. II	Vol. III	Vol. IV	Vol. V
CHILD	GUM		SCHOOL ZWINGLI
	CHILD	CHILD GUM	CHILD GUM MORNING

3. Encyclopaedia No. 3.

Vol. I	Vol. II	Vol. III	Vol. IV	Vol. V
PERSONS	PLACES	EVENTS	NATURE SCIENCE INVENTION	ART LITERATURE MYTHOLOGY

4. Encyclopaedia No. 4.

1 2 3 4 5 6 7 8 9 1011 12 13 14 15 16 17 18 19 20 I A B C D E F G H I L M N O P Q R S T U X D K V Y E W Z X

Cross References

When we have found and read an article in an encyclopaedia, we often find at the end of it some notes which tell us that in other parts of the encyclopaedia we can find more about our subject. These notes are called *cross* references.

Examples:

The last sentence of an article entitled Breech reads as follows: "The chief difficulty in breech-loading is to close the breech tightly

enough to prevent the escape of the gases which give force to the explosion. See Cannon, Cartridge, Musket, etc."

By looking up these first two references, we learn about the breech of a cannon and how a cartridge is fitted into the breech. The article about the musket tells how guns were fired before the use of the breech was begun.

Finding a Book

Reference books, unless they consist of a great many huge volumes, can only give us the most important information about things. Whole books, and often many of them, are written on almost everything one can think of. Thus when we are unsatisfied with what we have found in a reference book, we turn to the other library shelves. If it is a large library, we might spend endless time looking for the book we want, were it not for that most convenient and useful catalogue called the *card index*. The card index of a library consists of thousands upon thousands of little cards, all neatly arranged in alphabetical order in little drawers labelled with letters or words which tell us what is to be found within. The labels look much like those we see on the backs of the volumes of an encyclopaedia, and are used in the same way.

Let us use a card index labelled thus:

A Aux	Ava Buz	C	Dat Elb	Elb Eye	Eyi Far	Fas
Gru Hea	Heb Ich	Ici Los	Lot Mam	Man Mus	Mut Now	Nox Oat
Oba Pru	Pub Rev	Rew	Rut	San	Sow	Tuo

Three Ways to Find a Book

1. We know the name of the author.

Let us suppose we want to find a book written about the Eskimos by the Canadian explorer, Vilhjalmur Stefansson, but we do not know the name of the book. The book will be listed under the author's surname, Stefansson. We go to the card index. Names beginning with S may be in any of the three drawers of the bottom row, fourth, fifth, or sixth. We look more closely and see that a name beginning with St will be in the sixth drawer since St comes between So and T. In that drawer we shall find at the front cards with names like Sowal, Sowerby, etc., then Sparks, etc. We keep on flipping the cards over until we come to Stefansson. There we shall find a card which looks something like this:

910.4 Stefansson, Vilhjalmur S57 My Life with the Eskimo.

Now we know the name of the book. If we look at the number at the left, 910.4, we know that it is among the books numbered 910.4. These numbers usually appear above the bookcases in the library and are continuous; if we happen to see books in front of us numbered 732.5, we know that we must continue on until we come to 910.4. When we find this shelf, we see the books arranged in alphabetical order according to the name of the author. We look along quickly from Adams to Barnes, to Deering, skipping along until we strike one with S. Then we look more closely to find the name Stefansson, or the title, My Life with the Eskimo, printed on the back of the book.

2. We know the name of the book, but not of the author. In this case we look in the cabinet where My is to be found, since the word My is the first word of the title. We find it in the sixth cabinet in the second row. We would also find close to that card others like those shown below, for the words The and A are not considered as the first word when filing a name or title.

0.182 Mystery on the River, The
0'Farrell, Brian

920.3 My Star Predominant
Knister, Raymond

910.4 My Life with the Eskimo
Stefansson, Vilhjalmur

You will see that this card gives the same information as the other.

3. We look for a book on a certain subject, Eskimos.

This we find in the fifth drawer of the first row. There we may find many books listed, each on a separate card. In this way we have a wide choice and may get three or four that are useful.

910. S57	
910.4 S56	ESKIMO Stefansson, Vilhjalmur Kak- the Copper Eskimo
910.4 S 48	ESKIMO Sperry, Armstrong One Day with Tuktu, an Eskimo Boy
10.4 P18	ESKIMO Perkins, Lucy Fitch The Eskimo Twins.

This reference is very useful when we find that the book we want is not in the library or is out at the time. It helps us to find something to take the place of the one we wanted.

APPENDIX F

SUGGESTED THEMES

Narration

3. Beyond the Last Lamp 4. Sharp Corners 5. A Comedy of Errors 6. An Unwelcome Guest 7. Just in Time 8. A Bad Report 9. Good Luck 10. In Cold Storage 11. A Race Against Minutes 12. Overcoming Obstacles 13. An Old Trick 14. Uphill Fight 15. Crossed Wires 16. Midnight Prowlers 17. A Serious Consequence 18. Through the Wrong Door 19. Misinformed 20. Highly Delighted 21. My Last Dollar 22. By A Shoe String 23. Among the Rocks 24. No Ticket 25. A Friend at Court 26. A Narrow Escape

27. Darkest Secrets

29. In the Morning

30. Empty Pockets

32. Pursued

28. Just After Midnight

31. Father's Ignorance

1. A Hasty Retreat

2. Sadder and Wiser

33. A Boyish Prank 34. Misery Likes Company 35. A False Alarm 36. Unduly Concerned 37. Caught in the Act 38. A Terrible Moment 39. Joke But No Joke 40. A Tramp's Story 41. Lost in a Field 42. The Worm Turns 43. One of His Errors 44. Two Down and a Minute Left 45. An Expert's Advice 46. A Tempest in a Tea-pot 47. Pugilistic Ezra 48. A Real Fish Story 49. Broken Wings 50. She Gave All 51. In Due Time 52. In High Glee 53. Over the Border 54. A Misunderstanding 55. Double-Crossing 56. Merit But No Reward 57. In Lighter Vein 58. It Just Had to Happen 59. With Due Respect 60. Vanguished 61. Watching 62. Take It for Granted 63. Near His House 64. Victorious Eliza

Description

a. Persons

1. The Conductor

2. Baby Brother

3. A Thug

4. The Porter

5. A Pipe-Dreamer

6. The Old Fiddler

7. The Winner

8. Our Cheer Leader

9. An Old Cabman

10. The Drummer

11. A Gentleman

12. The Village Prophet

13. A Soap-Box Orator

14. The Indian Chief

15. Grandma Spinks

16. A Regular Visitor17. The Society Leader

18. A Fellow Traveller

19. A Busy Saleslady

20. An Unwelcome Guest

21. The Miser

22. The Spendthrift

23. The Blind Pedler

24. The Engineer

25. The Chairman26. A Belated Arrival

27. An Open Countenance

28. The Lion Tamer

29. Father's Helper

30. The Village Blacksmith

31. The Town Gossip

32. The Old Miller

c. Interiors

1. Our Gymnasium

The Auditorium
 A Model Classroom

4. The Corridor

5. The Attic

b. Things

1. The Fireplace

2. The Kitchen

3. The Oriole

4. A Pet Squirrel

5. An Old Pair of Shoes

6. The Swimming-Hole

7. The Apple Tree

8. Moonlight on the Bay

9. Mist at Morn

10. Dense Fog

11. Glittering Waters

12. A Babbling Brook

13. A Field of Corn

14. My Pet Lamb

15. The Ant Hill

16. Our Bicycle17. The Speedboat

18. Sunrise

19. A Broken Pillar

20. The Robin's Nest

21. The Toboggan Slide

22. Our Watch-Dog

23. The First Crocus

24. A Giant Elm
25. Luscious Cherries

26. The Hay Stack

27. The New Moon

28. Black Midnight

29. The Siren

30. An Old Punt

31. A Garden Nook

32. A Forest Path

6. The Spare Room

7. In the Tool Shed

8. Our Garage

9. A Cosy Living Room

10. At Breakfast

- 11. The Hotel Rotunda
- 12. The Barber Shop
- 13. The Village Post Office
- 14. In the Nursery
- 15. The Butcher Shop

Exteriors

- 16. The Prairie Railway Station
- 17. The Club House
- 18. A Junk Shop
- 19. The Prospector's Shack
- . .
- d. Moods and Impressions
 - 1. In Great Glee
 - 2. Hilariously Funny!
 - 3. Нарру
 - 4. Satisfied.
 - 5. Contented
 - 6. Perfect Content!
 - 7. Disappointed!
 - 8. In Despair
- 9. In the Depths of Gloom
- 10. Rejected!
- 11. Keen and Eager
- 12. Slighted
- 13. Dejected!
- 14. Deceived
- 15. In Great Sorrow
- 16. Hopelessness
- e. Scenes
- 1. The Deserted House
- 2. The Saturday Market
- 3. The Corn Field
- 4. A Traffic Jam
- 5. A Deserted Road
- 6. Over the City
- 7. The Old Swimming Hole
- 8. My Own Garden
- 9. A Storm
- 10. Outward Bound
- 11. The Circus Comes to Town

- 20. At the Lumber Camp
- 21. The Village Church
- 22. A Certain Town-Hall
- 23. Head Office
- 24. The New Barn
- 25. The Old Pump-House
- 26. The Bus Terminal
- 27. The County Jail
- 28. The Corner Store
- 29. The Shaft-House
- 30. Our House
- 17. In Perfect Trust
- 18. Dignity
- 19. Impudence
- 20. Politeness
- 21. Courageous
- 22. Beaten But Unbowed
- 23. Peace
- 24. Perfect Quiet
- 25. Calm Stillness
- 26. Mighty Rumblings
- 27. Subdued Mumblings
- 28. Selfish
- 29. Cruel
- 30. Of Mighty Strength
- 31. Din and Rattle
- 32. Morning Calm
- 12. A Woodland Drive
- 13. A Day in June
- 14. At Recess Time
- 15. Around the Fire
- 16. The Avalanche
- 17. Feeding Time
- 18. Free From Work
- 19. Late for the Train
- 20. Along the Roadside
- 21. Four O'clock Tea
- 22. Poised on the Hill

23. Under the Maple Tree

24. Around the Bend

25. Perch are Biting

26. Four P.M.

27. Under Fire

Contrasts

1. Youth and Age

2. Storm and Calm

3. Dignity and Impudence

4. Truth and Falsehood

5. Pride and Shame

6 Rich and Poor

7. Hard and Soft

8. Black and White

9. Busy and Idle

10. Hope and Despair

11. Misery and Happiness

12. Coming and Going

13. Life and Death

14. Kind and Cruel 15. Near and Far

16. Strength and Weakness

28. In the Morning

29. On Guard

30. A Riot

31. A Busy Corner

32. The Police Court

17. Simple and Complex

18. Awake and Asleep

19. Free and Caught

20. Slow and Fast

21. Uphill and Downhill

22. Player and Spectator

23. Win and Lose

24. Friend and Foe

25. Hovel and Palace

26. Aboard and Ashore 27. Ashore and Adrift

28. Taken and Left

29. Arrested and Acquitted

30. Invited and Uninvited

31. Crooked and Straight

32. Noise and Silence

Exposition

1. How to Plant a Tree

2. The Growing of Tea

3. How to Care for a Pet 4. Making Maple Sugar

5. How to Win Friends

6. Building a Camp-Fire

7. Making History Notes

8. How to Open a New Book

9. The Qualities of a Good

Salesman

10. On Curing Seasickness

11. To Catch Bass

12. How to Fill a Silo

13. On Training Oxen

14. An Improvised Toboggan

15. How to Set up a Microscope 16. Making Good Butter

17. To Make Cider

18. A Good Recipe

19. Catching Big Ones 20. How to Change a Tire

21. Christmas Shopping

22. How to Snare a Rabbit

23. How to Study

24. Diving

25. The Value of a Musical

Training

26. On Teaching a Dog Tricks

27. How to Kill Dandelions

28. On Keeping Goal in Hockey

29. Make a Kite!

30. On Getting into Condition

31. On Keeping Fit

32. How to Spend One Dollar

33. The Habits of the Chipmunk

34. Keeping Moisture in the Soil

35. "Let's Put Up the Tent!"

36. Waxing Floors

37. Washing Sheep

38. Oiling a Bicycle

39. Making My Bed 40. Beds of Cedar!

41. How to Carry a Gun

42. "Let's Fix the Fire!"

43. Steering a Toboggan

44. Gaining New Customers

45. The Amateur Salesman
46. On Taking Good Pictures

47. Take a Day!

48. How to Raise Turkeys

49. I Make a Scarecrow

50. The New Flower Bed 51. On Mowing Lawns

52. On Choosing a Book

53. How to Make a Whistle

54. Making My Favorite Toffee

55. How to Keep Smiling

56. On Moving an Amendment57. Returning Social Calls

58. Why He Succeeded

59. An Impossible Result

60. Why be Accurate?

61. If I Were Ill 62. If I Were Rich

63. If I Were Unemployed

64. Beginning Fresh

65. Winning a Race 66. How to Memorize

67. On Saying "Please"

68. The Future of Dirigibles 69. Making Ends Meet

70. On Winning Through

Argumentation

Please see "Debates and Debating," a pamphlet issued by The Department of Education, The Parliament Buildings, Toronto.

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